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# THE AMERICAN

# School Board Journal

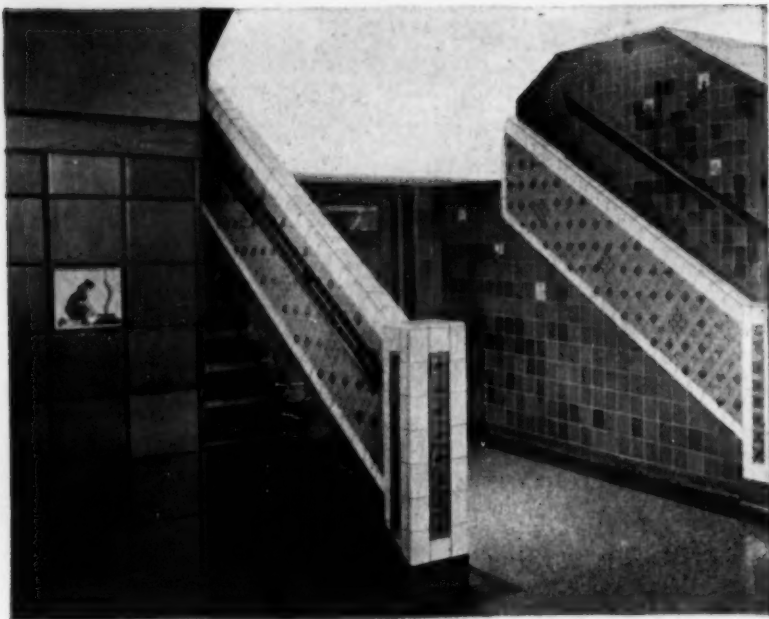
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Methods of School Plant Maintenance — *Rhodes*





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NOVEMBER, 1949

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The contents of this issue are listed in the "Education Index."

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# THE AMERICAN School Board Journal

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NOVEMBER, 1949

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Weaknesses Revealed When —

## The School Census Receives Critical Evaluation

*Robert A. Van Auken, Ph.D.\**

In September, 1946, Carl D. Morneweck published in *THE AMERICAN SCHOOL BOARD JOURNAL*<sup>1</sup> some findings with regard to the accuracy of the school census in Pennsylvania. These findings prompted him to entitle his article "The School Census Deserves Critical Evaluation." The findings of an intensive, state-wide study of the school census in New York State re-emphasize Morneweck's statement. Indiscriminate use of school census data that have not stood the test of critical examination may lead to erroneous conclusions and costly errors. This fact is especially noteworthy in this post-war period when many districts are planning construction of new school buildings. Forecasts of future enrollments, based on inaccurate school census data, may result in financial loss through over- or under-construction.

Morneweck found in Pennsylvania that there was a loss of about 20 per cent when the enumerated 15-year-olds were compared with the enumeration 9 years previous at the time these same children were 6 years of age. A similar comparison for the 16-year-olds showed a decrease of 26 per cent.

### Irregularities Found in Reporting

Statistical analysis of school census data of New York State also has revealed large irregularities in census reporting. It was found that over the period 1939-46, the number of 1-year-olds reported by the state excluding New York City was on an average 15 per cent less than the number reported when the same children were at subsequent school age levels. When this

percentage was broken down for the cities, villages and rural districts, it was found that there was an average under-reporting of 1-year-olds of about 5 per cent by the upstate cities, 26 per cent by the villages, and 22 per cent by the rural districts. Similar analysis of age groups 2 through 17 revealed that more and more children are discovered by the school census at each subsequent age level until age 7 is reached. The most accurate reporting is accomplished for age groups 7 through 13. After age 13, children begin to disappear from the census until at age 17 about 11 per cent fewer are listed for the state excluding New York City than would be expected from the numbers reported at previous age levels. It was estimated that for the state as a whole about 100,000 children below age 7 and above age 13 are not listed on the school census each year.

These data indicate that the school census in New York and Pennsylvania is far from accurate. If the school census data in other states were also given critical examination, they too would probably be found to contain many irregularities and inaccuracies.

### Children Followed From Birth

The school census of New York State is somewhat different from that of most states. New York is one of the six states that attempts to account for children beginning at birth. Because preschool children are much more difficult to account for than are those of school age, several census problems are found in New York which are not found in most other states. On the other hand, the New York school census extends only through age 17 so that the difficulties entailed in accounting for youth 18 to 20 or 21 years of age are not met in New York.

New York's school census differs from that found in most other states in another respect. Some states employ annual enumeration; others use the continuous census. In New York, however, the cities are charged by the education law with maintaining a continuous census and the village and rural districts are required to enumerate annually. These requirements made possible a comparison of the two main techniques of census work. Intensive studies were made of census data, methods, and problems in 19 selected cities and in an equal number of selected villages.

Analysis of census data seems to indicate that the continuous census as conducted in the cities provides more reliable information on preschool children than does the annual enumeration in either the villages or rural districts. Above age 7 there is little difference in the efficiency of the two methods. Surveys of 38 individual cities and villages, however, did not reveal either of the methods to be entirely satisfactory. In fact, none of these communities was found to have maintained an entirely reliable school census for all age levels between birth and age 18 over the period 1939-46. It was concluded that neither the annual enumeration nor the continuous census is highly reliable as the sole means of gathering census data. Both methods have weaknesses which greatly impair their applicability and the accuracy of the data gathered.

### Weaknesses of the Annual Enumeration

The enumeration can be no more accurate than the efficiency with which the enumerator does his job. Enumerators frequently become less efficient the longer they serve in this capacity. On their first canvass they are usually conscientious about calling at every dwelling and making all necessary follow-up calls. The second

\*Director of Research, Schenectady Public Schools. Formerly, Research Associate, New York State Education Department.

<sup>1</sup>"The School Census Deserves Critical Evaluation," *THE AMERICAN SCHOOL BOARD JOURNAL*, 113 (Sept., 1946), pp. 29-30, 83.



year they begin to depend on their personal knowledge of the community and information from neighbors. As the enumerator becomes more familiar with the community and his job, he makes fewer and fewer home visits until very little information is obtained directly from the parents concerned. Low reporting of preschool children clearly demonstrates that enumerators should not rely solely on their knowledge of the community. An interview with a reliable person at every household is required each time the canvass is made.

Many enumerators also place much reliance on census records of former years. They take the permanent census records into the field and check the accuracy of these records against their own knowledge of the residents of the district. This is not an enumeration, it is a halfhearted check on a former enumeration. These old records are valuable and should be used for comparison purposes after the enumeration has been made. They should not be used as the basis for the new canvass.

The mandated annual enumeration often suffers through the appropriation of insufficient time and money for it. Because it is an annual job which many school administrators and clerks do not like, there is a tendency to get it finished as quickly and easily as possible. The canvass and the filing and tabulating of census data require many hours of careful, tedious work which they frequently do not receive. On the other hand, some school districts refuse to pay enumerators a sufficient wage to attract capable persons. Although there are many competent, conscientious enumerators, there are also many who are much more interested in the few dollars they will receive than in doing a good job. As it is a job of but a few days' or weeks' duration, persons who can be hired as enumerators often are not associated with the schools in any other capacity and are not qualified to perform the important public relations function involved.

A method of enumeration highly advocated by some schoolmen is the system whereby school is dismissed one or more half-days and the faculty conscripted as enumerators. It is claimed that this method costs nothing because the teachers do not receive extra pay and no item needs to be designated in the budget for census purposes. Others take the view that most of the major factors that constitute the total cost of school operation are in effect at this time, but are applied to the census rather than to instruction. Determined on the basis of the proportion of the annual operating cost devoted to census purposes, the average cost per child enumerated by this method in New York State in 1947 was 40.1 cents per name. The average cost of enumeration when the enumerator was paid specifically for taking the census was 12.1 cents per name.

#### Weak Points Disclosed

Although there are many proponents for the practice of dismissing school while the teachers serve as enumerators, the following inherent factors weigh heavily to its disadvantage: (1) children are denied one or more half-days of instruction; (2) school is dismissed for an administrative detail that could be accomplished by other means; (3) the cost per child enumerated is far greater than when other methods are applied; and (4) some teachers are drafted for a duty which is distasteful to them with the result that they do not perform their functions with care, thoroughness or accuracy.

Another difficulty with the annual enumeration as it has operated in New York State is that all school districts do not enumerate at the same time. Although the education law specifies that the annual enumeration should be made as of August 31, most school districts enumerate whenever they find it most convenient to do so. The enumeration period, therefore, extends from June through September. When the census data of individual districts are compiled to give the school census of the state as a whole or of some other major unit such as the cities or villages, the data gathered lose much of their meaning and accuracy because they do not represent the census situation as of any given date.

Finally, school districts which are charged with conducting annual enumerations rarely attempt to keep their census data amended through the year. As a result, these data are usually out-of-date and inaccurate almost before they are tabulated.

The enumeration, however, should not be underrated. The only known method by means of which a thoroughly accurate accounting of all children of school census age can be obtained is by actually counting them. The annual enumeration has failed to produce satisfactory results in many instances because of failure to attract good enumerators, poor techniques of gathering census data, lack of clerical staff with sufficient time and tools for consolidating census information, and failure to adopt adequate means of filing and compiling census data. Most of these difficulties can be resolved and more satisfactory enumeration results can be obtained by correction of the common attitude that the enumeration is a task to be accomplished as quickly and inexpensively as possible.

#### Weaknesses of the Continuous Census

The continuous census has two valuable potentialities not found in other census methods: (1) it could provide highly accurate information at all times; (2) it eliminates the necessity of annual enumerations and thereby reduces cost and effort. It has, however, inherent possibilities of accumulating errors and omissions so that

over a period of years it becomes increasingly unreliable. For example, 25 one-year-olds whose parents move into a given school district may not be recorded by the continuous census this year. Next year some of these may be discovered and added to the census, but in the meantime 25 more new arrivals may not have been picked up. For this reason, the school census of preschool children has not been found to be a reliable indication of the number of children who will enter first grade.

The cities which depend solely on the continuous census often have an overreporting of children 5 and 6 years of age. This results from the fact that it is easier to discover preschool children who are new entrants to the district than it is to discover those who move away. When census cards remain in the resident file after children move from the community, they accumulate as "dead wood" cards and it is not discovered that the child is no longer a resident until he fails to enroll in school at the minimum compulsory attendance age.

#### Birth Data Misused

Misuse of birth data also has resulted in poor census reporting. The most common method of discovering new births when the continuous census is employed is procurement of birth lists from local bureaus of vital statistics. However, school districts often are not coterminous or co-extensive with municipal districts. Clerks who obtain data from the bureau of vital statistics must exercise caution to record all the births of the school district, but not to record births that may be in the municipal district but not in the school district.

Another difficulty encountered in obtaining records of new births is the fact that many children are born in communities that serve as hospital centers rather than in the community of residence. In New York State records of births are filed at the community of birth. This causes overreporting of births in some districts because the clerks who obtain birth data are not careful to remove the names of nonresidents. In other cases, births are not recorded on the census because the child was born outside the home district.

The continuous census is based on the theory that if all changes in the school census population are quickly discovered and recorded, the census will be up to date at all times. A difficulty arises because effective census amendment devices are lacking for some age levels. It was found that the most common methods of amending the census in New York State are transfer slips received when pupils change schools, new enrollment checked with the census, school bus drivers' reports and vital statistics reports. All but the last of these apply only to children who are actually enrolled in school. Accounting of

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preschool and postschool children is therefore difficult and often highly inaccurate. Older children who move into the large cities from other districts can evade compulsory education for long periods if they, with conspiracy of their parents, willfully attempt to evade school attendance. It is largely a matter of chance that they will be picked up by the school census.

Agencies outside the school are sometimes relied on to provide information which will aid the schools in making census amendments. Such assistance at best is only a temporary expedient. Utility companies and other local agencies do not benefit directly from furnishing census data to the schools. They cannot be expected to expend time or money supplying such data.

Finally, although the continuous census can provide up-to-date information on individual children throughout the year, it often does not provide any more up-to-date information on total numbers of children than the annual enumeration. To learn how many 6-year-olds, as an example, there are in a given district, it is usually necessary to separate this group of census cards from the hundreds or thousands of other census cards on file. When this is done manually—the common method even in the largest city school districts—it is a tremendous job which is performed only once a year when the annual census report is prepared for the State Education Department. What is needed is a system of daily or weekly balancing of census totals against the changes that were posted in the census

files. Such a system was not found in New York State.

### The Combined Continuous Census and Enumeration

Of the 19 cities studied intensively, 9 held that a continuous census cannot be maintained indefinitely with accuracy, and one or more enumerations therefore have been made within the past five years. The cities with the most accurate census data are those that have combined effectively the continuous census with the enumeration. This seems to be the solution to the problem of maintaining reasonably accurate school census records. Neither the annual enumeration nor the continuous census when maintained independently has given satisfactory results. They do hold promise when they supplement each other. The continuous census, then, provides a means of keeping census data currently amended and of reducing the effort and cost required by annual enumerations. However, some enumerating is required in order to correct the errors and omissions that seem to be inherent in the continuous census.

How frequently enumerations are needed can be determined easily for New York State. If enumerations are made annually, each preschool age level will be counted at least six times before compulsory attendance age is reached. Biennial enumerations count each of these groups three times before schooling begins, while an enumeration every third year counts the groups at least twice. A longer enumeration span would count the preschool age groups only once if at all.

All factors considered, a three-year

enumeration period is believed to be optimal: population trends are revealed by actually counting each preschool age group at least twice before it enters school, errors and omissions are eliminated at frequent intervals, and the cost and effort required by more frequent enumerations are reduced.

### The Enumerator

The success of the school census depends in large extent on the efficiency of the enumerators. If a head count is to be made every third year, who should make it? Paid volunteer teachers are probably the best enumerators. They are not conscripted against their wills; they receive fair compensation for their efforts, have the background needed to interpret the school to the home, profit from a wider knowledge that is gained of the community and its inhabitants, and usually have a better appreciation of the need for accurate work. The canvass should be made after school, on Saturdays, or on holidays so there will be no interference with the instruction of the school children.

### Conclusion

A two-year study of the school census in New York State indicates that school census data are often unreliable. Better census records can be obtained by a continuous census which is checked at least every third year by a house-to-house canvass. Volunteer teachers who are paid a fair remuneration in addition to their teaching salaries and who enumerate when school is not in session are recommended as enumerators.

## High Quality of Men in—

# The Social Composition of Louisiana Parish School Boards

*Dr. John A. Hunter\**

*(Concluded from the October issue)*

In the first part of this paper, the writer discussed the economic and educational status of Louisiana parish school board members as revealed by a recent survey. In this concluding half of the paper, their recreational and social activities and miscellaneous information will be considered. A summary statement will be made to indicate some conclusions derived from the study.

### III. Recreational and Social Activities

What does the board member do for relaxation? What are his hobbies? Is he

active in civic clubs? Does he enjoy working in fraternal orders? Does he attend picture shows? What types of shows does he enjoy? Does he participate in community projects? These and other questions were asked of the board members in an effort to gain an insight into their recreational and social activities.

Of what importance is the recreational and social life of the board member? Is this factor as important as educational status and economic status? The investigator believes that recreational and social interests are of primary importance.

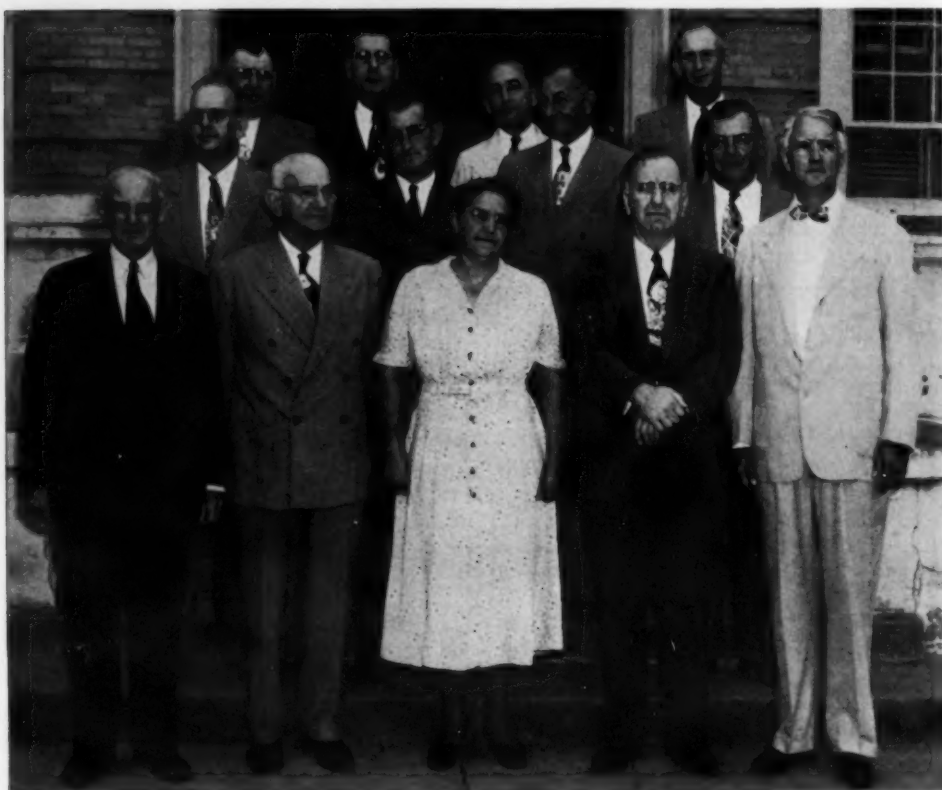
A board member's value to his community depends on much more than his official actions in reference to the parish

schools. Community leadership is achieved through community work. An effective citizen is a person engaged in constant activity for the improvement of the community in which he lives. It therefore follows that a good school board member is an effective citizen.

A diversity of interests is a necessity for formulating effective school policy. A narrow-minded, biased person has no place on a school board. A board member must know and understand his fellow citizen's opinions. After all, the public schools must serve all of the people. Knowledge and understanding of current problems are acquired not only through formal training but also by association with the people of

\*Supervisor of Statistics and Research, Louisiana Department of Education.





The Terrebonne Parish School Board, Louisiana, taken September 27, at Houma, Louisiana. One member, Mr. John J. Shaffer, was absent.

Left to right, first row: E. L. Theriot; Dr. H. P. St. Martin, president; Mrs. E. L. Talbot; H. L. Bourgeois, superintendent; Emile M. Lapeyre, vice-president.

Second row: William G. Price; Edward J. Chauvin; Hayes J. Whitney, Sr.; Felix A. Pellegrin.

Third row: James W. Ledet; Sidney E. Breaux; Stanley P. Walther; Ivy E. Vice.

the community in co-operative activities. In a study of this kind therefore, it is important that the degree of community activity be determined.

The writer believes that an effective board member contributing to an effective school program will be a community leader, not only in school affairs, but in related civic enterprises as well. He will have friends, will be respected for his worth as an individual to the community and will be a leader.

The data presented in the following paragraphs illustrates the diverse interests of the men and women who constitute the school boards of Louisiana. The findings provide a factual overview of their recreational and social activities.

**Motion pictures.** The median number of times board member attended a moving picture each year was 21. This means that approximately once in 17 days the board members attended a movie. Availability of movies is a contributing factor in frequency of attendance, but the figures indicate that motion pictures are not a favorite means of recreation of the board members. Musicals were the type of picture reported as enjoyed the most, followed by comedies, dramas, westerns, and mystery pictures. Twelve board members said that they never attend motion pictures.

**Hobbies.** A person's hobbies constitute one of the best coefficients of how he spends

his leisure time. A study of a person's hobbies also enables the investigator to gain an insight into the interests of an individual that would not be apparent without personal contact. Three hundred and ninety-eight board members reported 58 different hobbies. The most frequently mentioned hobby was hunting, followed by fishing. Card playing was a poor third in popularity. Gardening, golf, sports, reading, home and housework, swimming, horseback riding, football and farming were mentioned three or more times. Sixteen board members reported no hobbies.

**Sports.** The board member was asked to indicate the sporting event he enjoyed the most as a spectator. Football was most enjoyed, followed by baseball and basketball. The sporting interests were varied including volleyball, archery, boat racing, softball, tennis, swimming, horse racing, and track and field events. Five board members expressed no interest in sports.

#### Co-operation in Civic Undertakings

**Community social activities.** The board members were asked to list the community social activities in which they participated. Church activity was reported most frequently, followed by parent teacher's association activities, work with youth organizations, dancing, and Red Cross work. Other activities included foreign relief, board drives, traveler's aid, community

chest drives, March of Dimes drives, community concerts, garden and flower club activities, and the Christmas community parties.

**Fraternal orders.** It is to be noted that all fraternal orders are not social or recreational in purpose, but the fact that a man belongs to such an order is indicative of his desire for group participation. It must be indicated that membership may mean paying of yearly dues, and no fraternal activity on the part of the individual. Nevertheless, membership in a fraternal order usually means that some specific group holds an individual worthy of membership in their organization, whatever the qualifications for membership. It goes without saying that it was not the purpose of this investigation to sanction or condemn membership in fraternal orders. The most popular fraternal order was the Masonic order followed by the Knights of Columbus and the Woodmen of the World.

**Civic Clubs.** There were 136 board members who indicated that they did not belong to a civic club. However, the large number of board members living in rural areas would necessarily lessen the availability of membership in civic clubs. Membership in the Lions club was reported most frequently, followed by membership in the Chamber of Commerce and the Rotary club. Board members reported membership in 46 different civic organizations.

**Club and fraternal leadership.** Of the board members reporting, 90 had been club presidents, 45 had held no office, 42 had been masters of masonic lodges, 27 had been secretaries, 17 were on boards of directors and 16 had been vice-presidents. Twenty-two types of executive positions were reported by the board members.

**Music.** Music is one of America's favorite means of relaxation and recreation. Popular music was preferred by 277 board members followed by semiclassical, which was the choice of 143 board members. Sacred music was the least popular and 3 board members indicated that they disliked all music. It was determined that 191 board members had phonographs in their homes.

#### IV. Miscellaneous Information

**Age.** The median age of the Louisiana school board member is 51.2 years. The youngest board member was 27 years of age and the oldest board member was 89 years of age. There were only two board members below 30 years of age and 21 members above 70 years of age. The median age as determined in 1946 for county board members throughout the United States, 52.1 years,<sup>9</sup> compares very closely to the median age of Louisiana board members. The data indicate that the typical Louisiana board member is in the prime of life. Old enough to be mature and

<sup>9</sup>Research Bulletin, *Status and Practices of Boards of Education* (Washington Research Division, National Education Association, April, 1946), p. 54.

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<sup>10</sup>Ibid.  
<sup>11</sup>Ibid.



conservative in judgment, he is not too old to take cognizance of new ideas in education.

*Sex of board members.* "Evidence is lacking to show either that men, generally speaking, render better service as board members than do women, or that women, because of their special interest in children, tend to excel in educational statesmanship."<sup>10</sup> Of the 456 board members participating in the study, 429 were men and 27 were women. Therefore, in Louisiana, 94 per cent of the school board personnel are men.

*Years of service.* No authentic standard has been developed as to an optimum length of service for school board members. However, it is generally agreed that a great turnover is objectionable. The median length of service of 8.1 years for Louisiana board members is high. However, it must be noted that the length of the term of office is 6 years. Sixty-four per cent of the board members in Louisiana have served less than 10 years. The median length of service throughout the United States in 1946 was 6.7 years.<sup>11</sup> The amount of turnover in Louisiana board membership is relatively small and can be interpreted as an indication that board leadership in the state is stable.

*Marital status.* Ninety-four per cent of the board members were married, 4 per cent widowed, 2 per cent single and 1 member divorced.

*Parental interest of board members.* The board members had a total of 437 children enrolled in public and private schools. Of this number, 83 per cent were enrolled in public schools. The board members reported a total of 1368 children ranging in age from under 1 year to 54 years of age. Eighty-nine board members had 256 grandchildren enrolled in public schools. Twenty board members reported 38 grandchildren enrolled in private schools. The data indicate that the typical Louisiana board member has or has had a direct interest in the schools by virtue of the fact that his children or his grandchildren are or have been enrolled in the public schools.

*Veterans and veteran's organizations.* The board member was asked if he was a veteran of either World War I or World War II. Twenty-five per cent of the board members were veterans. The most popular veteran's organization was the American Legion, followed by the Veterans of Foreign Wars. Two veterans belonged to no veteran's organization. These data are significant. Education for the returning veteran posed a real problem for the public schools of Louisiana. The investigator believes that with other factors equal, a veteran on the school board would be of inestimable value in helping to shape policy suitable to meet the needs of the returning young veteran.

<sup>10</sup>*Ibid.*, p. 51.

<sup>11</sup>*Ibid.*, p. 55.



The Orleans Parish School Board, New Orleans, Louisiana.  
Left to right: Mrs. Jacqueline McCullough; Emmet Mahoney; Robert M. Haas, president; William Fletcher; Louis Pilie, vice-president.

*Religious activity.* Ninety-two per cent of the board members reported church membership. The most frequently reported denominations were Baptist, Catholic, Methodist, Presbyterian, and Episcopal. There were 44 board members who did not answer the question on church denomination. A majority indicated that they attended church weekly. A minority reported attending church monthly or occasionally. A relatively large number of denominations were reported and this fact indicates that a wide variety of religious interests are represented.

*Teacher school relationship.* Seventy-eight per cent of the board members stated that they know each teacher in their community, and 90 per cent of the board members reported that their parish superintendents encourage their visiting the schools in the parish.

*Number of board meetings per year.* The data compiled indicated that some board members reported committee meetings as board meetings. Nevertheless, it was determined that boards met a median of 11.4 times per year.

#### IV. Summary

The level of school service registers the degree of efficiency of the school boards. By the same token, the caliber of the boards is indicative of what to expect in the way of school service. A limiting factor is the pattern of control outlined by the citizens of the state. Nevertheless, the accomplishments of schools within a parish reflect, with certain limitations, the type of school board directing school policy.

School control in Louisiana is centralized. Sixty-seven school boards direct the

activities of the public schools of the state. A board member is elected for a term of six years, and this factor eliminates rapid turnover of school board personnel. The board member is elected by popular vote to express the needs of a relatively large number of people. This factor lends itself to more careful selection of school board personnel.

The data indicate that Louisiana school boards are well balanced in relation to occupational representation and are constituted by a cross section of the population. A reasonable conclusion would be that no specific social class, as such, dominates the board.

The trend in Louisiana has not been toward greater representation by women on the school boards. Only 6 per cent of the board members are women. It is to be noted, however, that more women board members are found in urban areas. The fact that the majority of Louisiana board members are from centers of population under 2500 may be a contributing factor to the small number of women on school boards.

In relation to economic status, the board members are definitely members of a select economic group. This factor combined with their maturity would indicate that board members are essentially conservative. However, the median age of board members indicates that they are young enough to be vigorous in their approach to educational problems. The conservative nature of the board membership is not necessarily indicative of inertia.

Home ownership, home value, automobile ownership, the use of utilities, the amount

(Concluded on page 79)

# Our Schools' Iron Curtain

Leo W. Jenkins\*

Pity the poor parents who are told by the school teacher that their child is dextrasinistral. That horrified interval until they discover the meaning of the term must be one they long remember. Shall the child be praised, punished, or given an injection? How much easier for all concerned had the teacher told them that their left-handed child had learned to write with his right hand. Perhaps that would be too simple. Another new word was learned so it had to be used. If these new words or terms were few, no harm would result, but such is not the picture. The public schools now sport a unique vocabulary peculiar alone in many instances to the teaching profession. This vocabulary has taken on gigantic proportions in the past couple decades. There are approximately fourteen thousand words or terms making the rounds that may be sprung on innocent parents at any time. The tragedy of this development is twofold. First, it helps create an iron curtain around the schools so that the great partners in the education of all our youth, the parents, find it increasingly difficult to work with their important co-workers, the teachers. Second, the teachers themselves are unduly burdened by this vocabulary. It makes for constant needless study as well as professional literature that is of dubious value instead of being helpful.

## Parents in a Word Jungle

Let us consider the parents in this word jungle. On a school visitation, for example, they may desire to start conversation by inquiring about their child's score or grade on a recent examination which may have been discussed with the child at home. The parents do not know, of course, what may be in store for them. Over fifty types of scores may be put on display for the parents. It may be a raw score, quotient score, esochron score, composite score, criterion score, critical score, derived score, graphic score, ratio score, obtained score, or any one of the others. To avoid appearing ignorant, the parents may try to rescue themselves by asking about the subjects their child studies. Here the teacher may put the word curriculum into the parents' mouths. If so, off again they may go on another fifty or sixty word chase. The poor parents may learn to their dismay or bewilderment about the intensive curriculum, the integrated curriculum, the core curriculum, the correlated curriculum, the didactic curriculum, the fused curriculum, the broad curriculum, the unified curriculum, the prescribed curriculum, the enriched curriculum, the articulated cur-

riculum, the activity curriculum, or some one of the other curricula.

To get out of this confusion or to get away from this teacher, the parents may want to know who helps their child choose his subjects or plan his career. This is the teacher's cue to pass the parents on to the counselor. This may be, depending upon the school, the guidance counselor, the home-visitor counselor, the vocational counselor, the co-ordinator core counselor, the class counselor, the employment counselor, the co-ordinator counselor or the faculty counselor.

It is quite obvious that the parents soon become a very silent partner in the great partnership. Thus, with this inadequate means of communication, it is not surprising that instead of working together for the improvement of the education of youth, parents and teachers not only become strangers but frequently develop into antagonists. Contemporary literature is now overburdened with presentations of the failures of parents and teachers each blaming the other for the shortcomings of youth. Perhaps a significant part of the misunderstanding rests with this apparent lack of a common means of communications.

I recall a predominately foreign community wherein the school abandoned the traditional report card and substituted a periodic written report of each child's progress. Thus, every six weeks the local butcher, who could read English but knew none of the educator's language, became the official interpreter of these reports. Parents were told about their children's progress in one of the two known interpretations of the teachers' many arduous hours of report card recording — "He's O.K.," or "He's dumb." This language strangle hold on our schools is not any the less serious because of the absence of any concerted campaign of confusion. The teachers, as a rule, are sincere and serious, but like all professional people they must speak the vocabulary of their profession to avoid appearing unsophisticated or unlearned. They, nevertheless, are the victims of this development as much as parents if not more. Many teachers have become somewhat like the kindhearted doctor who tried to appease a four-year-old boy who feared receiving a tetanus shot by asking him most gently, "You want to get inoculated so you won't get tetanus, don't you?" Although the motive was genuine, the doctor conveyed no meaningful nor consoling thought whatsoever to the boy. From the boy's viewpoint the doctor could have just as well asked him if he wouldn't like a nice tall glass of potassium cyanide.

## Teachers Must Master Vocabulary

The teacher who wants to improve professionally must spend the major part of her time playing with this vocabulary instead of observing excellent teaching and learning means by which she too can become a master teacher.

We hear lectures and read articles about preparing children for social living. Where today could one go with education or without it to avoid social living. More specifically, when was not all living social living? The term is quite pretty and apparently it is here to stay.

We can excuse the medical doctor for his mysterious vocabulary because of his desire to limit self-diagnosis, worry, and neighborhood remedies that may be suggested to augment professional treatment, but even he manages to put the duties of those who are to care for the sick in the laymen's language. It is obvious that the schools cannot use the doctor's argument because here we have a partnership of an expert and his less expert assistants while the home and the school are equal partners with mutually dependent duties.

Since it is generally agreed that the school and the home are the two great educative forces for youth, a concerted effort to find a common means of communication should be made by the nations schools' posthaste. Even at the risk of appearing old fashioned, teachers and school executives should begin a general campaign of filing the strange words and terms away for use exclusively at professional conventions. Everyone then could have a picnic sporting the fourteen thousand word collection. In the meantime, about five hundred words known by most parents and fully adequate to describe everything of value in our school could be brought back into fashion. It would then be possible to cut the 75 types of courses, not subjects, but types of courses, such as complementary course, content course, co-operative course, core course, formal course, fusion course, general course, intensive course, vestibule course, reimbursed course, orientation course, and subject course, down to about a half-dozen at the most. Perhaps with a few simple explanations describing what is being done even this number could be reduced. It will now be possible also to say that Johnny Jones did well on two different examinations instead of talking about the bivariate correlation. There will be some folks who will defend the vocabulary by arguing that the terms can be explained to parents quite readily. Perhaps such is

(Concluded on page 79)

\*Dean, East Carolina Teachers College, Greenville, N. C.



# Developing Instructional Materials for Third Grade Social Studies

Harold Spears<sup>1</sup>

Film strips, plastic covered study prints, sound transcriptions, and highly illustrated booklets, all pitched to third-grade ability, are among the integrated classroom materials that we are developing here in San Francisco for third-grade social studies instruction.

Many an American teacher, acting as a committee member, has dropped his contribution of time and effort into an inviting curriculum slot machine, and has eagerly and earnestly jerked the handle, only to discover that the returns on the investment were exceedingly disappointing. The San Francisco teachers who are developing the new social studies materials feel that they have hit the instructional jack pot. The returns of their curriculum effort are appearing in the form of things to be used in the classroom.

In other words, in this city curriculum development in social studies has passed beyond the course-of-study stage and is now the business of developing instructional materials to be used by teachers and children in the classroom. Furthermore, such materials cover the broad range of audio-visual aids and are not limited to reading matter alone.

## The Social Studies Sequence

The sequence of the social studies course in the 86 San Francisco elementary schools is not unusual, but is highly satisfying to most of the teachers. It is as follows:

- Kindergarten: Home and School
- First: Home and School
- Second: Home, School, and Neighborhood
- Third: San Francisco and Bay Area
- Fourth: California
- Fifth: United States
- Sixth: The World Today

Naturally, books for the kindergarten, first, and second grades are easily obtainable from educational publishers. Home, neighborhood, and school — *the known* — are standard subject matter found in the books of all companies. Likewise, there

## The Booklet

covers are colorful  
and attractive to children.

is no real problem with respect to either books or visual aids in the fourth grade. There is a good state adopted social studies textbook treating California, and the book is supplied by the state.

The third grade has been the orphan. Only the more ingenious teachers have had a teaching kit dealing with San Francisco, and it was usually made up of pamphlets, maps, and similar materials developed for adult consumption by the chamber of commerce and business houses with sales appeal in mind and print. Watering down adult literature has never proved to be educationally nourishing for young children.

Years ago a group of teachers had written a book treating San Francisco, but it has long since gone out of print. It had never been supplied in sufficient quantity, and was reputedly written at a higher level than the third grade.

## The Materials

The materials in this integrated third-grade project include:

1. Six, 32-page, 9 by 10 in., liberally illustrated booklets, printed in large type and written on the third-grade level. The titles of the books are:

*San Francisco Today* — (General Orientation)

*In and Out of San Francisco* — (Transportation)

*Fun in San Francisco* — (Recreation)

*At Home in San Francisco* — (Neighborhood communities)

*Early San Francisco* — (History)

*Work in San Francisco* — (Occupations)

2. Eight film strips, 12 photographs to a film, with captions also written at third-grade level. The titles of the film strips are:

*The Port of San Francisco*

*Neighborhoods of San Francisco*

*An Automobile Tour of San Francisco*

*Cities and Towns around San Francisco Bay*

*Having Fun in San Francisco*

*Going to Work in San Francisco*

*The San Francisco Civic Center*

3. A sound transcription which brings to the classroom the typical sounds heard in San Francisco, such as the cable cars, the central engine room of the cable cars, airplanes, traffic, the bells of Mission Dolores, ship bells and whistles, fog horns, the surf, seals, animals at the zoo, trucks, buses, passenger cars, the clang of the traffic signals, the "one-lunger" fishing boats and trains. The public schools' own radio station has its sound truck for developing transcriptions.

4. A set of 35 photostatic prints, 8 by 10 in., of early and present-day San Francisco, plastic covered, for classroom use.

5. A study-guide for teachers treating the use of the student materials described in the previous four points.



<sup>1</sup>Assistant Superintendent, San Francisco Public Schools, in charge of Elementary Education.





In the Heart of San Francisco

#### Playing Out-of-doors

In almost every neighborhood in San Francisco there are parks or open hillsides where boys and girls can run and hike. Our climate is so mild that children can play outdoors all year round. Bikes and skates are always in season.

Boys and girls enjoy flying their kites safely in open fields and on hillsides. In the springtime they watch the wildflowers grow and bloom. Have you seen the buttercups and the johnny-jump-ups on Mt. Davidson and the poppies and lupines on Twin Peaks?

Groups of children from the Cub Scouts, Brownies, and Bluebirds have picnics on the shore of Lake Merced and at Sigmund Stern Grove. Here they do their own cooking on barbecue grills.

In the summer there is a day camp at Glen Park Playground. Children enjoy hiking and handicrafts. They learn about trees and flowers. They listen to stories. Everyone sings songs and plays games around the camp fire.

Can you see why San Francisco is called an outdoor city?

Outdoor Play in San Francisco is made attractive in Book Three.

6. For teachers, a set of miscellaneous materials collected from governmental agencies and private firms, to provide additional background information.

#### The Approach

In an in-service training venture, it is not difficult to get a group of teachers to put in extra hours if they feel that their classes will benefit as a result. In this project not-too-distant deadlines were set for the material on the assumption that teacher committee members deserve and can receive early returns from their investment in time and energy.

The idea of this project, and the early planning, emerged only in March, 1948. The following work has been completed to date:

1. The first booklet, *San Francisco Today*, appeared September 1, 1948, and each child was given a copy. The first printing was 9000 copies, and the second run of 10,000 soon followed.

2. One set of plastic-covered study prints was delivered to each of the 86 elementary schools in early October, 1948.

3. The second booklet, "In and Out of San Francisco," was completed December 1, 1948. The run on this was 19,000 copies.

4. On December 1, 1948, four of the eight film strips were delivered to each school, two being correlated with each of the first two booklets. The eight strips are completed but the four not delivered were held for release with the booklets not yet printed.

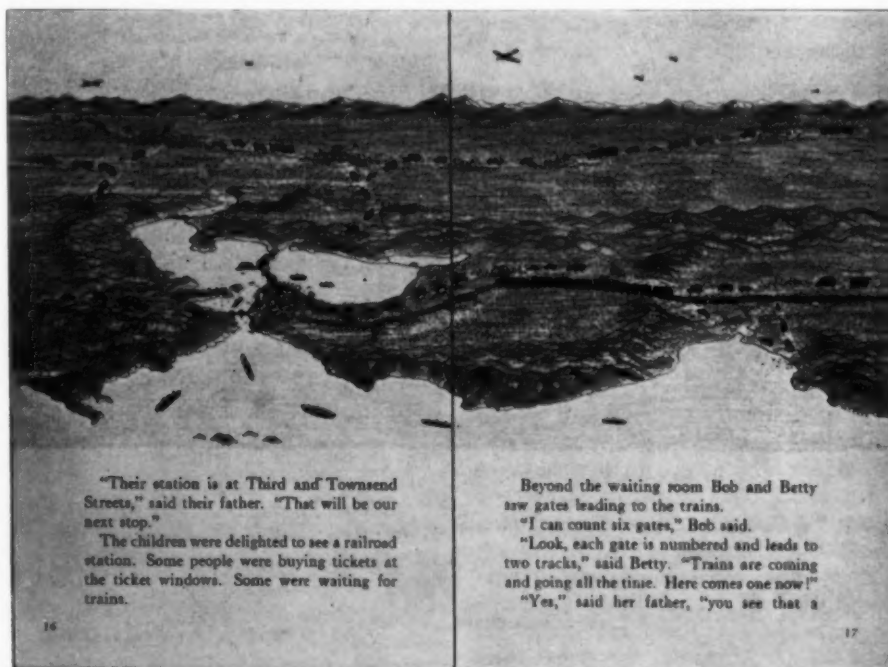
5. The sounds have been transcribed, and in rough form the platter was tried out in ten schools. The final transcription has

been made, and 500 copies of the record are in use.

6. The third book, *Fun in San Francisco*, was completed in March, 1949. 19,000 copies were printed.

7. The fourth book, *At Home in San Francisco*, was delivered to the schools the first of June, 1949.

8. The other two booklets were ready for use in the schools in September, 1949. There were 19,000 copies of each published.



The puzzling facts of railroad and automobile access to the city is explained in a colorful double-page diagram in the second book.

9. In May, 1949, another 200 sets of the eight film strips and plastic covered study prints were ordered.

#### A Co-operative Enterprise

The project is a good example of co-operation of governmental, educational, civic, philanthropic and private business organizations.

The Rosenberg Foundation, of San Francisco, contributed \$10,000 to the project on the basis of community betterment. This was supplemented by \$8,000 of school funds. The \$18,000 will finance the entire project. About \$5,000 will be used for films, photographs, transcriptions, and study prints. Outside services call for \$2,000, and the other \$11,000, printing costs.

A committee of teachers, with a competent principal, Mrs. Edith Cochran, as chairman, wrote the books, under the general supervision of the assistant superintendent in charge of elementary education. The project has assumed the characteristics of an in-service training program. All of the work has been done during spare time with the exception of three teachers leaving their classrooms for three weeks to work on copy. Although only twelve teachers are serving on the committee, many more have helped. For instance, it has not been uncommon for a co-operative story on the subject, developed in a classroom, to become a part of the final copy of a book.

Superintendent Herbert C. Clish has encouraged the project at every step, with suggestions as well as administrative action.

The city planning commission, a branch of the local government, contributed the services of a staff artist, Emmy Lou

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Packard. Sydney H. Williams, chief of the Master Plan Division, acted as contact man with the office of the assistant superintendent, in charge of elementary education.

One outside part-time consultant, Mel Scott, was employed to help in making contacts with other agencies for photographs, clearing information, arranging printing contracts, etc. A regular city planning consultant, he has given help to the committee also in the planning and preparation of copy.

A member of the San Francisco Planning and Housing Association, Mrs. Morse Erskine, contributed valuable research material.

Scores of public agencies and private organizations provided photographs and information. Among these were banks, newspapers, manufacturing concerns, federal agencies, the departments of the city government, chambers of commerce in the Bay Area, tourist bureaus, trade publications, steamship companies, air lines, bus lines and railroads. The police department co-operated by holding traffic to permit essential photographs to be taken. Ninety-six photographs were used in the film strips, and about nine or ten in each book. In addition, thirty-five prints were used in the classroom set of study prints.

### The Varied Materials

The films, textbooks, and other materials deal simply with all phases of the city — the people, the geography, the climate, the sections of the city, the way people make a living, recreation, transportation, etc. There is a bit of the city of the future in the material, expressed in a manner that is readily understood by younger children. The help of the City Planning Commission was reflected here. Every book is well illustrated with photographs and illustrations in from one to three colors. Simple maps of the city and bay are included in the books.

The books are written with a vocabulary and concepts geared to third grade. The type face was carefully selected for easy reading, and the size is appropriate for the eight-year-old child. Sentence and paragraph length meet the standards set by experienced publishers of primary books. The colorful illustrations and photography are in keeping with the standards set for the text material.

The films, study prints, and sound transcription are closely correlated with the booklets. For instance, the second booklet, *In and Out of San Francisco*, which deals with transportation, opens with a passenger liner coming into San Francisco and the copy follows its move-

ments to the dock. A film strip, *The Port of San Francisco*, follows the same route with a sequence of twelve photographs. The sound transcription includes the surf, tug boats, the whistle of the liner, fog horns, and similar sounds along the bay.

Due to the demand, the booklets are being made available at cost to other cities in the bay area. The San Francisco school system is not in the publishing business but book publishers have not seen a market in books treating our city. We have been forced to serve ourselves.

Two of our elementary school supervisors, Mary McCarthy and Abbie Rooney, have prepared a loose leaf teacher's guide to accompany the booklets, treating vocabulary, social studies concepts, etc. New sheets are supplied with each new booklet.

Teachers who have served in the more intensive book production work include Dorothy Billeci, Blanche Pollock, Harriet McCullough, Virginia Wales, Patricia McCarthy, Elaine Garratt, Blanche Omizzolo, Hazel Thompson, Duncan Hodel, and Agatha Hogan.

Intensive work also is being done on the elementary school science program. However, the undertaking is a large one and would require more space for treatment than is available at present.

### An Important Question —

## Can Iowa Reorganize Its School Districts?

Chester Abrenholtz\*

### Iowa's Present School System

In common with a number of other states, Iowa has a large number of small and inadequate school districts. As of the school year 1946-47 there were 4706 school corporations or districts in the state. These 4706 districts were of four classes: city or town independent, 614; consolidated, 426; school townships, 971; rural independent, 2697. The city or town independent districts are located in communities varying in size from villages of 75 people to a city of almost 200,000. Consolidated districts, according to the law, had to contain at least 16 sections of land. Many of them were established with this minimum requirement. Others include over 100 sections and have sufficient wealth as well as student population to maintain adequate schools. The school township districts are as a usual thing subdivided into as many as nine subdistricts. Each of

these subdistricts may operate a one-room rural school. The rural independent districts usually are made up of four sections, and may operate a one-room rural school. Many of these rural independent districts send their pupils of school age to other districts and pay tuition.

Iowa has a large number of one-room rural schools. In the school year 1948-49, there were 5294 such schools in operation. Even this number represents a substantial decrease since the school year 1943-44 when 7563 such schools were in operation. This decrease is largely due to the decrease in the supply of teachers and the increased costs brought about by World War II. It is interesting to note that the average daily attendance in these one-room rural schools in 1943-44 was 12 pupils.

The small high school is the typical high school in Iowa. In 1943-44 there were 921 high schools in operation and the median enrollment was approximately 75 students. Story County located in central Iowa is an illustration of a county with

a large number of small high schools. In 1947-48 Story County had in operation 17 high schools, with enrollments as follows: six with enrollments of 30-60 pupils; eight with enrollments of 61-100 pupils; two with enrollments of 100-200 pupils; and one with an enrollment of over 500 pupils.

This school district situation in Iowa is a good example of what happens when districts are established with no central planning. Iowa along with other states has recognized the inadequacy of its school districts and is now attempting to do something about it.

### Reorganization Proposals

The need for school district reorganization in Iowa has been recognized for many years by some of our educational leaders. The increase in school costs brought about by World War II and the demand for state aid to help support the schools, served to bring the question to the attention of the legislators. When the legis-

\*Superintendent of Schools, Casey, Iowa.



lature started voting more state aid to schools, it recognized the need for a reorganization of school districts to prevent inefficient expenditure of state funds.

In 1945 the fifty-first Iowa General Assembly passed a law which was to get under way a plan for reorganization of school districts. Each county board, with the help of the county superintendent, was to make a survey and complete study of the school situation in its county.<sup>1</sup> From this information a plan of reorganization was to be formulated. This plan was to be submitted to the state department of public instruction, and when approved, it would be submitted to a vote of the people in the districts space affected. If passed by 60 per cent of the voters in each affected district, the new plan was to be put into operation.

Between 1945 and 1947 very little progress was made in carrying out the provisions of the act. In 1947 the fifty-second General Assembly approved the following amendments to the reorganization act: (a) The state appropriated \$500 for each county to help in making the surveys. (b) Ratification by 60 per cent was changed to a mere majority. (c) Any organization involving five or more districts is to be initiated when 80 per cent of the districts vote in favor of it. Those districts opposing are to remain outside the new district. (d) County school boards were to begin the surveys six months after May, 1947. (e) All other laws affecting district reorganization were suspended until 1953.

Since the passage of this last law most of the counties have started their surveys. Some have completed them. None have submitted their plans to a vote of the people. Meetings for school board members, community leaders, and in some cases the general public have been held in many counties to discuss the reorganization problems. The state department of public instruction has sent speakers to various sections of the state to explain reorganization to school superintendents and school board members. These speakers have in general advocated a high school of 300 pupils and a grade school of 225 pupils. At the same time they recognized the need of considering community centers, and the distance the pupil would have to ride a school bus.

### Encounter Difficulties

Recognizing that any school district reorganization in Iowa will meet many problems a study<sup>2</sup> was made to discover the problems facing reorganization in Iowa

<sup>1</sup>The county board in Iowa is composed of five members. Four of them are elected by vote of the people from sections of each county. The fifth is elected by the people at large except those living in independent or consolidated districts which maintain a high school.

<sup>2</sup>Chester B. Ahrenholtz, "Problems in School District Reorganization in Iowa as Seen by the Ninety-nine County Superintendents," unpublished master's thesis, Department of Education, Drake University, 1949.



and the probable direction reorganization might take. The 99 county superintendents were asked to evaluate the most important problems and to list any other problems which existed in their counties. This study found the following problems:

1. Some county superintendents do not understand the term reorganization, and they know little about the problems of school district reorganization in their counties. Most town school superintendents and teachers are poorly informed on school district reorganization. Some oppose reorganization but most of them just fail to give adequate leadership and interest to the project. The general public is poorly informed and confused about the entire problem.
2. The difference in tax levies in different school districts, especially between high town levies and lower rural levies, is a big hurdle to overcome in any district reorganization program.
3. District loyalty and pride, fostered by competitive athletics and other competition between schools (especially between small high schools) presents an important problem to district reorganization.
4. Another important problem is the feeling that school district reorganization will result in the loss of much local control of the schools.
5. Business interests are strongly opposed to moving small high schools from their communities.
6. The lack of surfaced roads in southern Iowa will make reorganization more difficult there than in northern Iowa which has a larger per cent of surfaced roads.
7. Religious groups which maintain their own schools will oppose any reorganization which will increase their taxes materially.
8. The Farm Bureau in almost all parts of Iowa actively favors school district reorganization. Organizations other than the Farm Bureau (including teacher organizations) have not given reorganization enough thought to have formulated an opinion, or are hesitant to express themselves, or are not yet sufficiently aroused about reorganization.
9. Some of the county superintendents think the one-room rural elementary schools can be reorganized into larger units—probably in village schools. Almost all of the superintendents think it will be very difficult to reorganize any large number of small high schools into larger units.
10. Almost all of the county superintendents are of the opinion that their counties are not ready for any general plan of school district reorganization.

### Some Conclusions

From the findings of this study it seems evident that a number of problems must be solved before any effective reorganization can be made. First, a public relations program must get information about school district reorganization to the people. At the same time the people must be allowed to express their ideas on reorganization. If the

people are given a part in the formulation of the plans, they will be much more inclined to vote in favor of the plan when it is placed on the ballot for their consideration. The advantages of larger districts must be clearly and concisely evaluated and then these advantages must be pointed out to the people.

Second, local school superintendents and teachers will have to assume leadership in this reorganization program. At present they are scarcely better informed on reorganization than the general public. Some superintendents and teachers are opposed to the program. Most of them have given very little attention to the problem. Before real progress can be made certainly this group (which is in a position to know most about our schools) must lend its active support and leadership.

Third, tax levies will have to be made more uniform in the various school districts. Districts with low levies will be reluctant to join a district which will greatly increase their taxes. Under a recent Iowa law the property in the counties is being evaluated. If this evaluation results in similar assessed valuations for properties of comparable worth in all parts of the state, state aid could be given on an equalization basis. If in addition to this, state aid would be given only to school units large enough to operate efficiently, a real stimulus would be given to reorganization.

The present school districts in Iowa are in need of thorough reorganization—a reorganization which will equalize the tax burden, provide the necessary funds where there are children to be educated, and give comparable educational opportunities to all children in Iowa. From this study it is evident that many of the county superintendents, who appear to have given this problem much thought, think that most of the one- and two-teacher rural elementary schools could be reorganized. At the same time the same superintendents see no present way to eliminate many of the small high schools. Since any large scale reorganization of Iowa high schools does not appear likely in the near future we should provide some to the services, such as supervision, school nursing, and special teaching on a county or regional basis. This appears to be an attainable objective. Even such a reorganization would reduce the average number of school districts from about 50 for each county to six or eight for each county.

► Baltimore, Md. The 1950 budget of the board of education calls for the huge sum of \$25,995,171 for the school operating expenses, or an increase of \$3,042,170 over the past year. Of the total amount, \$21,470,833 is for salaries of the school employees, \$598,496 for capital outlay, and \$3,925,842 for other expenses. The revenues to support the schools are derived from several sources, the largest portion of the funds coming from the state. The largest amount, \$18,088,401, is obtained from local taxes, and the remainder from state aid, tuition fees, special funds, federal aid, and athletic receipts.

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# Health Education With Hot Plate Lunches *Clarence F. Mantooth<sup>1</sup>*

An average of 20,000 children "come and get it" each school day at forty-three modern cafeterias serving Tulsa public schools. And they are served a big helping of health education along with ample servings of wholesome, nutritious hot food — all for 20 cents in the elementary schools and 25 cents in the junior and senior high schools.

Not content with a job well done, J. Roy Inbody, assistant superintendent in charge of business service, and Mrs. Marguerite Moore, director of cafeterias, are in the middle of a modernization and expansion program designed to serve more children, effect more economical operation, speed up the preparation of food and permit better care of equipment.

Mrs. Moore sums up the goal of her department with: "The object of the cafeterias of the Tulsa public schools is to make available to the students of Tulsa schools a nourishing noon meal of maximum nutritive value at a minimum cost prepared under sanitary conditions."

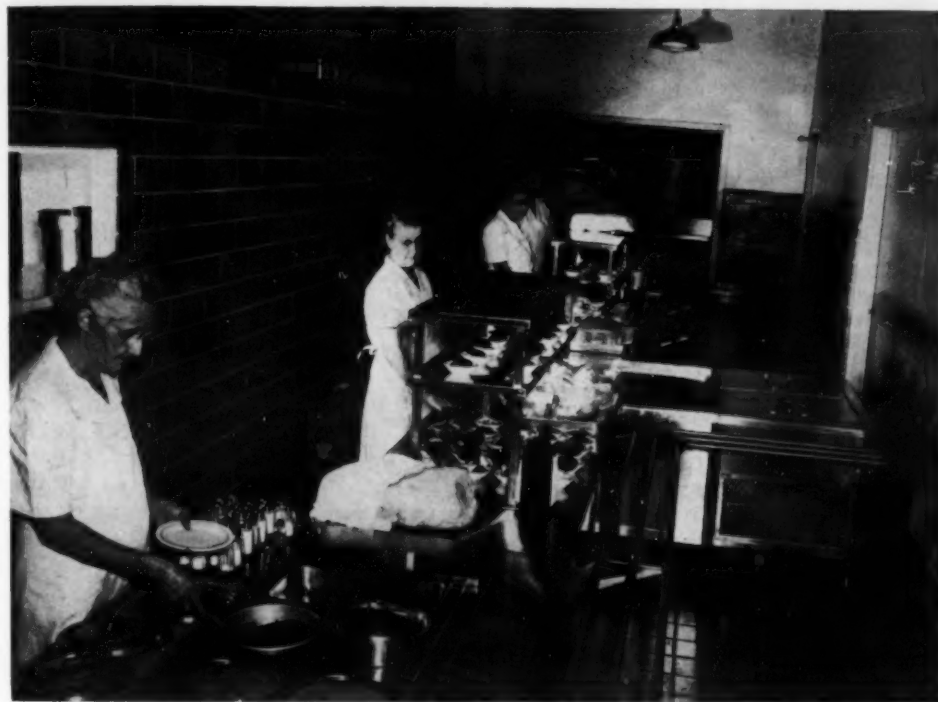
## Cafeterias Serve Three Purposes

On the educational aspect, she says: "The school cafeteria in Tulsa serves a threefold purpose: It provides a nourishing lunch, which is essential to the student's health and to his ability to learn more effectively in school; it is the center for teaching good health habits in the selection of good food; and it serves as a social period."

What do the children in the elementary schools get for 20 cents? For 12 years the plate lunch program has been promoted throughout the system, with special emphasis in the elementary school cafeterias. The plate lunch consists of a choice between two meat dishes or meat alternates, a choice between two vegetables or a salad, a whole wheat bread and butter sandwich, and milk. One-half pint of milk is served in the elementary cafeterias and one-third quart of milk is served in the junior and senior high schools. Larger servings of the other foods also are offered in the secondary schools.

Individual servings of other salads, puddings, fruits, and ice cream are offered to supplement the plate lunch. To encourage the selection of a plate lunch, the price is less than the same items would be if purchased a la carte.

How is it possible to serve a 20-cent plate lunch and break even? The answer



Dual serving counters in an elementary school cafeteria are used for efficient serving. The counters are all stainless steel and the equipment includes steam tables and built-in refrigerated milk and ice cream cabinets.

is efficient management and central purchasing, plus an enthusiastic group of workers. Central purchasing was established in 1930 and a buyer was added to the central office staff. The school cafeterias are the heaviest food buyers in the city, and this central buying is used to the greatest advantage. The purchasing is done on the basis of competitive bids submitted for the entire school year when products are available.

The buyer, William Wortley, notifies salesmen that he is interested in such items as green beans or apricots. Each salesman submits his product. Labels are removed and each can numbered before being opened. The liquid is measured, the solid is weighed and checked as to color, uniformity of size, texture, and finally taste. Prices are compared. This method has proved satisfactory to both the salesman and to the cafeteria buyer. Salesmen are welcome to examine the products and feel that they have had a fair chance to compete for the business — and when you are buying for 20,000 growing boys and girls, it's big business.

Is the quality of food purchased by the schools good? The chef of an exclusive club once remarked to a Tulsa business-

man that if the schools used a certain brand that recommendation was enough for him. Quality and the best interest of the child come first.

Once a week the cafeteria manager sends a grocery order direct to the central office. Small quantity items as well as contract items are delivered from a central warehouse. Meat, milk, ice cream, fruits, and vegetables are delivered direct by the companies who hold the contracts for the individual schools.

## All Merchandise Checked

The cafeteria manager checks all merchandise received, then signs the invoice and mails it to the central office where all bookkeeping is completed. The cafeteria books are audited monthly by the general auditor of the board of education and annually by an outside firm of certified public accountants.

Modern equipment is another factor making efficient and economical operation possible. Old cafeterias are being brought up to date, with the most modern equipment being purchased and installed as rapidly as funds and time will permit. Ceilings in the larger cafeterias are being acoustically treated, floors and walls are

<sup>1</sup>Director of Public Relations, Tulsa Public Schools.



This kitchen is in an elementary school cafeteria which serves 500 children. From left to right may be noted a steam cooker, range, bake oven, stainless steel sink, mixer and cook's table, and the refrigerator.



A variety of desserts carefully planned for a balanced diet are offered students in the Tulsa Senior High School cafeterias.

receiving special coverings which make possible easier and more thorough cleaning.

"We are working to standardize all cafeteria equipment down to the silverware and dishes," said Mrs. Moore.

As new cafeterias are built the best available equipment is installed. A typical elementary school cafeteria is equipped with a new waterless Thurmaduke counter from which the students may choose their hot foods, as well as display shelves from which they choose salads and desserts. Electric cabinets for milk and ice cream are placed in the cafeteria line so that the youngsters may select these items themselves.

The school cooks have well-arranged

cook tables to use in preparing foods many of which are special built of stainless steel. Institutional ranges are used in all cafeterias. Bake ovens have been installed in the larger cafeterias, and many of them are equipped with steamers. Others have steam jacketed kettles. Practically all makes and sizes of mixers are used, varying from a small table model to the large 80-quart floor models.

Potato peelers are a popular piece of equipment and a timesaver. There are electric refrigerators in all schools.

Cafeterias are equipped with scales that vary from the bakers' type to the large platform scales, which are conveniently placed near the entrance in order that

deliveries may be weighed. All recipes are standardized in pounds and ounces, making scales essential in food preparation.

Various tables are arranged to speed the work and to eliminate as many steps as possible. Sinks are available for preparing vegetables, for washing pots and pans, and others for washing hands.

#### Complete Dishwashing Equipment Used

Dishwashing is a project in itself. In some of the larger junior and senior high schools the dishes are carried to the dish unit by a belt conveyer, but in the smaller schools the students deposit their dishes at a conveniently arranged window. These dish units are equipped with tables for soiled dishes, a prewash unit, electric dishwashers, clean dish tables, and shelf space for storing the clean dishes. Booster and storage tanks are being installed to assure sufficient hot water in these units at all times.

Electric water coolers are installed in the dining room so that students may have cold water. Various makes are used in the different schools.

In Oklahoma, the law provides that the board of education legally may appropriate funds to set up and equip a cafeteria. Replacement of equipment, however, as well as all other expenses of operation and maintenance must be paid out of receipts from cafeteria operation.

#### Cafeteria Construction Continues

Four new cafeterias, all housed in new additions, are being constructed or are in the blueprint stage. They include two for elementary schools and two for junior high schools.

A new one-story brick and reinforced concrete cafeteria addition to Woodrow Wilson Junior High School will accommodate 1100 students on a staggered lunch



In the elementary school cafeterias standardized plate lunches are available for all children.



period. The new structure will be ready by the second semester of the current school year. The present cafeteria is on the second floor. This location makes deliveries difficult and also is inconvenient for students and workers.

A new cafeteria of similar construction is expected to be ready for occupancy in November at Dunbar elementary school for Negroes. Approximately six hundred students will be served. The present cafeteria at Dunbar is housed in a detached frame building.

At Riley elementary school, a new one-story brick and reinforced concrete cafeteria building is being erected, and should be completed by December of this year. The frame building previously housing the cafeteria has been converted into a modern kindergarten department.

An architect is drawing plans for a new cafeteria addition to Clinton Junior High School. The present facilities are located in a semibasement. Approximately 325 students eat in the cafeteria daily.

Two new cafeterias were put in operation with the opening of Tulsa schools in September of this year. They are the Robert L. Owen and Luther Burbank Elementary Schools, both erected last year and housed in prefabricated frame buildings.

#### How the Cafeterias Developed

The Tulsa public school cafeteria system had its origin in 1917 in two small home-economics rooms and one cafeteria in three widely separated districts of the city. The personnel included three home-economics teachers. In the early lunchrooms the home-economics teacher divided her time between actual classwork and supervising the preparation of lunch. She planned her own menus, did her own purchasing and quite often her own delivering. There were times when she and the class took over the entire burden of preparing lunch.

Added to the teacher's duties as general overseer, purchasing agent, dietitian, and sometimes dishwasher, was the task of handling the daily receipts. She generally followed the American housewife's quaint habit of hiding her money in a sugar bowl or in the bean sack.

These teacher-managers struggled for well-balanced, nutritious meals—they were handicapped by poor and inadequate equipment and most of the time by inefficient help. A typical menu might be adequate in caloric value, but still lack variety. A teacher-manager primarily was guided by what she had been able to purchase before or after school. For six years the lunchroom engaged in a daily scramble for existence.

The cafeteria department was established in 1924, completely independent of the home-economics department. A director was appointed and a central office estab-

lished, which was charged with the administration of the entire project. The individual units increased until the growth of the cafeterias equaled the growth of the schools.

The cafeteria director began planning identical menus for all elementary schools in 1931, thus establishing a standard which assured a well-balanced noonday meal available for each growing child. Menus for the junior and senior high schools are based on this standard menu, although more flexibility is permitted to fill the varying needs and likes of older students. The menus are printed weekly in the daily newspapers, thereby enabling mothers to help children choose their lunch before they leave for schools.

A file of standardized recipes was made in 1935 for use throughout the system. The recipes are being improved constantly and the file enlarged.

#### Sanitary Measures Are Enforced

When the cafeteria department was established, much emphasis was placed on the sanitary handling and preparation of foods. Before reporting for work, all cafeteria employees are required to pass a strict physical examination conducted by the school physician. The city health department makes periodic inspections of each unit.

The central office retains the services of a chemist whose duty it is to make analyses of samples of meat, milk, ice cream, bread, and other products. If his examination discloses any deficiency or misrepresentation, he reports this to the buyer, who immediately checks with the supplier. This precaution, plus the fact that the best foods available are purchased, insures high quality meals.

Mrs. Moore has faced virtually all problems connected with school cafeterias. She has been with the program since its infancy, was in charge of the Central High School

cafeteria 19 years, and has been director six years. She has a bachelor of science degree from the University of Tulsa, received home economic training at Kansas State Teachers College, and a master's degree from Columbia university. Institutional management or home-economics graduates operate the junior and senior high school cafeterias.

Tulsa school cafeteria managers constantly strive to keep abreast of developments in their field. Thirty-four managers attended a workshop and short course at Oklahoma A. and M. college in August, 1949.

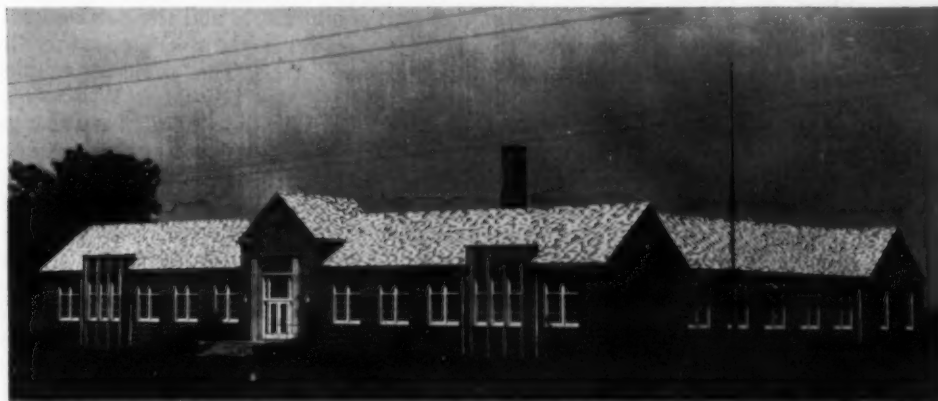
There are approximately 300 employees working in the cafeterias, including dietitians, managers, cooks, full-time workers and helpers who are employed from two to four hours a day.

Special menus and decorations are used for holidays, such as Halloween, Thanksgiving, Christmas, Washington's birthday, St. Patrick's day, and Easter. Often students decorate the dining room, thus creating a feeling that the lunchroom is definitely a part of their school activities. Managers and workers also benefit from this program, for they become interested in their tasks and in their youthful customers.

Every day an average of 20,000 Tulsa boys and girls "come and get it" in the Tulsa school cafeterias. Nourishing food and good eating habits are given as much stress for their benefit as is the subject matter in the classrooms. Food and health education go together in Tulsa.

#### HEMPSTEAD APPROVES BOND ISSUE

The voters of Hempstead, N. Y., recently approved a school-bond issue of \$625,000, the proceeds of which will be used to provide additional housing facilities in two elementary schools and to purchase land looking toward the extension of facilities to a third school. The new additions, to be ready in the fall of 1949, will provide new health and shop facilities and classrooms for 250 children.



The Francis Howell High School, near St. Charles, Missouri, is typical of the newer community high schools in Missouri. The building, which cost \$125,000, offers an accredited high school program and provides vocational courses in agriculture and homemaking. The building is used as a center of community life. In 1948 the school district acquired 35 acres and 10 buildings from the War Assets Administration adjoining the original high school site, where experiments are being made in scientific farming and cattle raising. The school is headed by Mr. C. Fred Hollenbeck.

# Nobody Feels Sorry for School Teachers

H. M. Lafferty<sup>1</sup>

There's good news in Texas tonight! The long, bitter fight over the Gilmer-Aiken Bill is over. The school teachers have won a major victory. According to the terms of this bill, a teacher with a bachelor's degree and no teaching experience will draw a minimum salary of \$2,403 beginning September 1, 1949. A teacher with a master's degree and no teaching experience will be paid a minimum salary of \$2,628. Each year of teaching experience is valued at \$54. The holder of a bachelor's degree is permitted a total of 12 years of teaching experience at a minimum salary of \$3,051. The teacher with a master's degree is allowed a total of 26 years of teaching experience at a minimum salary of \$4,032. According to recent figures released by the Texas State Teachers Association, "some 40 per cent of the public school teachers in Texas are in districts that will pay above the state minimum fixed by the Gilmer-Aiken laws. . . ."

## Public Interest Sharpened

Obviously, the record of the good that will come out of the Gilmer-Aiken Bill has yet to be written. Already, however, some of the promises of things to come are fast making themselves evident, not the least of which is a sharpening of public interest in the personnel policies of school superintendents and boards of education.

To most school teachers in Texas, perhaps the most significant feature of the Gilmer-Aiken Bill is that it means higher salaries. To many it also means that at long last they are no longer objects of public pity. The young girl graduate of 1949 who takes up the role of classroom teacher stands a better than average chance of making more money during her novitiate than her classmate who elects to enter halls of business or industry. The salary of the school teacher with twenty years of experience compares favorably with the earnings of many well-trained workers with a like period of service. Nobody around town feels sorry for the school teacher any more. "That," says the pedagogue, "suits me just fine. There, I've said it and I'm glad."

Time, it is said, is the measure of all things. It remains, therefore, to see whether or not teaching fraternity will speak with equal vigor and unanimity a year, two years from now.

Why this funeral note in the midst of rejoicing? Because if the signs are read rightly, an old, old experiment is about

to be made all over again. It is a variation of the familiar question: Can a man have his cake and eat it too?

The reason that such an experiment is shaping up is due, of course, to the fact that along with losing public pity, the pedagogue has lost something else — privacy. Whether he knows it now or not, he will know it. Whether when he does find out he will like it or not will make no difference. When his salary was raised to its present level the deed was done. Henceforth, the teacher *may* be held accountable for things which heretofore he has been able to get away with. Which is just another way of saying that the classrooms in Texas' public schools *may* no longer be what some of them have been in the past — excellent hiding places! By Legislative enactment all such hiding places have been abolished!

## When Salaries Were Lower

As long as the village schoolmarm's income was below that of the majority of wage earners in that same community, few people looked too closely or too carefully at the teacher's handiwork. The reasoning went something like this: "We don't think we've got much in Mr. B, our high school principal. And several of our teachers are nothing to get excited about. But we aren't paying them much so we can't expect *too* much." So reasoned the grocery store clerk whose brush with formal education ended in the ninth grade, and whose salary was \$50 a month more than the teacher of high school English — the same Miss W who had once given said grocery clerk many a trying moment with gerundives and modifiers. So, too, reasoned the butcher, the baker, the matriarch, and the patriarch.

Today, however, the worm, or rather the teacher, has turned. That same community finds that it *must* pay Miss W approximately \$3,700 for nine months' work. This is the same Miss W whose 20 years of service in the school system was marked two years earlier with nothing more substantial than re-election at a 1935-model salary figure, and a modest testimonial dinner complete with bread pudding for dessert. Almost overnight, the ability to split an infinitive with precision has come up a few notches in the world. The village wag's stock chant, "If you're so smart, why ain't you rich?" irritates, but some of the sting has gone. While he knows that he will never have to worry about buying or selling anybody, the teacher also knows that his field of tormentors has been somewhat reduced. The butcher, the baker, the

matriarch, and the patriarch know it, too.

The stage for the experiment is set. School teachers, classified by orthodox sociologists as coming mainly from the upper lower and lower middle socioeconomic groups, have not been content with holding their own. By virtue of hard work and a refusal to take "no" for an answer, they have sought to put some distance between their present and their past. Small though the gain may be, it is sufficient enough to cause lay groups to shed their patronizing attitude for one of curiosity. Teachers have revalued their services and communities have met the premium. Victory for the educators, however, does not mean that the communities have capitulated. Far from it. The selfsame grocery clerk, mentioned earlier, is now reasoning, and with a note of belligerence: "We don't think we've got much in Mr. B, our high school principal. And several of our teachers are nothing to get excited about. All of them get more money than I do. I say if they can't do the job like it should be done, we ought to get people who can!" So reasons, too, the butcher, the baker, the matriarch, and the patriarch.

## What Are Teachers Worth

No longer can a teacher take refuge in a Texas classroom and find security simply by crying out the magic word, "Sanctuary!" The chant of the village wag is no longer as humorous as it once was. The town has found a timelier question: "Are you teachers worth what we pay you?"

A shy reply in the affirmative is no longer an adequate parry. The stakes are a bit higher now, and verbalism — a long time stock in trade of educators — has lost some of its potency. The man on the street is a little more aggressive, a little more insistent: he wants proof positive.

Before the Gilmer-Aiken Bill became a law, the school teacher had no real cause for alarm. He carried around with him a pretested device for coping with patrons who sometimes allowed an edge to get into their voices. It was a simple device, as many effective devices are, and it worked wondrously well. Whenever he was challenged and asked to identify the quality of his handiwork and his questioner was not easily placated, the school teacher played his ace in the hole: "Why," said the pedagogue with a hurt and shocked look on his face, "didn't you know? The teaching process, sir, is much too complicated to be measured. I assure you that I am doing a good job, but I cannot prove it. You will just have to take my

<sup>1</sup>East Texas State Teachers College, Commerce, Tex.



word for it. And my word, you know, is as good as my bond." Faced thusly, and highly mindful of his abysmal ignorance of the mysteries of pedagogy, the questioner hastily pulled off his hat, apologized, and hurried down the street mentally kicking himself for acting like a peasant. It was a good act when it worked, and it usually worked.

But the stakes are a bit higher now. Will the same simple device—"Old Reliable" some call it—continue to work its magic? The evidence is that it will not. A bull market for evaluating teachers and teaching appears to be opening up.

Traditionally, the teaching process has been allergic to any and all efforts aimed at giving it form and substance. Hundreds of studies, scientific and pseudo-scientific, have been made—each a careful, premeditated, with-malice-aforethought attempt to bring teaching to bay. The results of those attempts are a part of the record, and they make discouraging reading. At least they do when one concentrates on those studies which insist on taking a single criterion and using it as a divining rod. Hundreds of studies, for example, have been made—each desperately trying to prove that grades made in school bear a significant correlation to teaching success. The results to date are, to understate things, pitiful. One of the keenest disappointments that has dogged educators is their inability to prove that high marks

made in school put a teaching candidate on the high road to salvation. The same may be said for efforts made to identify teaching success with such indices as (1) intelligence, (2) principal's rating, (3) health of teacher, (4) supervisor's rating, (5) personality traits, (6) pupil rating, (7) teaching experience, and (8) pupil achievement.

#### Tactics Changed

Recently, some of the realists in education have, in the process of inventory taking, changed their tactics. Instead of concentrating on a single criterion, they have branched out and taken in several. If, so the reasoning goes, a cannon ball fails to bring down the quarry, then have the battery give them a taste of grape. It may be, and the results which have come in to date hint as much, that the educational scientists have picked up a real scent.

Regardless of the shortcomings of the educator's present tools and techniques for evaluating teaching efficiency, there is the possibility, that he may soon be called upon to use the know-how he has acquired. "But," the educator hurriedly reminds, "our devices of measurement and evaluation have not been perfected. Much experimental work remains to be done. And even then we are not sure that the finished product will be adequate."

The man on the street, however, has

heard the tune and the lyrics before. As long as it was not costing him much he could afford to be tolerant. In fact, quite often he was sympathetic, and at times amused. Today, however, as the cost of education continues to mount he shows none of those qualities. Instead, he shows signs of impatience.

Is all of this a laborious way of saying that if the school teachers in Texas are smart they will do a "Take back your gold, for gold can never buy me" routine? Indeed not! The provisions of the Gilmer-Aiken Bill by no means represent the ultimate in the thinking of career teachers in Texas. Not for a moment do these teachers feel that through the courtesy of the fifty-first legislature they have stumbled onto a windfall. Texas' teachers still are looking for their ship to come in. And at the earliest opportunity, if not earlier, the teachers will make known their desires. The same atmosphere of watchful waiting prevails in other states which within recent years have sought to help out their teachers in the form of salary adjustments.

The fact remains, however, that the financial lot of the teacher has been improved. Because this is true, the school teacher is encountering a new type of occupational hazard, namely, that the worth of a teacher in and out of the classroom needs must give up some of its mystery. Teaching appears to have reached the age of consent.

#### 68 Significant Questions —

## The Administrator and Democratic School Practice *Ray H. Simpson\**

How can school practices be evaluated democratically? Who should evaluate? What are democratic school behaviors? What tools can the administrator or supervisor use in evaluating the degree of democracy in his behavior? What are instruments to aid the teacher in his evaluation of democratic practice? What tools may help the learner evaluate his practices? These are some of the questions which arise when one considers an evaluation of democracy in the school.

Evaluation in education is a process of making judgments concerning past and present situations, learnings, materials or processes, so that one may more wisely direct his future activities. Evaluation itself can be carried on in a democratic or dictatorial fashion. If democratic, responsibility for evaluation centers in the

individual most concerned. If nondemocratic, the evaluation is imposed upon the individual by someone else.

#### Democratic Evaluation an Individual Responsibility

Thus, democratic evaluation of democracy in the school is essentially a problem of having each individual in the school analyze, with appropriate guidance, his past and present behavior as it affects the activities, attitudes, and responsibilities of all who are influenced by such behavior. This means that democratic evaluation is largely an individual responsibility carried on with appropriate help from others.

More specifically, the administrator or supervisor is the one who should be primarily responsible for evaluating his own behavior; the teacher should evaluate his behavior; and each learner should continually be learning how to improve his

own ability to evaluate himself. In each instance an appropriate amount of help should be obtained from others so that the process may become a more and more efficient one as the individual matures.

Unfortunately, at the present time too many administrators only give strong verbal allegiance to democracy and are either unwilling or unable to translate these verbalisms into practice. An illustration of this occurred in a county teachers' meeting the writer was invited to attend.

In the first part of this meeting, the values of democracy were verbally extolled for some two hours. After the discussion period was over, Superintendent X arose. "I have decided," he began, "that we will have no more teachers' meetings on school-day afternoons. From now till the end of the year our meetings will be on Saturday mornings." The great majority of the teachers felt that this was an unwise move

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for various reasons, but they had not been asked for their opinion.

Superintendent X continued: "I have decided that we should give 100 per cent co-operation to the Red Cross drive. I have blank checks here, and if there are any who haven't paid, now is the time to do so. The sooner we get this over with the better." A few teachers seemed to feel that perhaps they should have been consulted first. These teachers failed to pay up immediately, whereupon Superintendent X said: "We cannot continue with the meeting until all have co-operated: so let us get this over with quickly."

After the teachers had "co-operated" with considerable docility, Superintendent X took up the next item of business. "I am almost through, and I will let you go in a few minutes; but first there is a matter of these books which I have ordered for you."

"These books" consisted of professional books which Superintendent X thought the teachers should buy for a new study program. "I will give these books out as soon as you pay for them. We can't proceed until these are all distributed. I have blank checks for any one who don't have the cash."

After much time had been more or less wasted, Superintendent X said he would give (sic) the attendance officer time to make an appeal for the Salvation Army. After the officer had concluded her remarks, the Superintendent commented, "I have decided that we should not expect to give 100 per cent co-operation on this Salvation Army drive, but I do want to make a good showing."

With hardly a pause for breath, he went on to the next item of business: "Now there are a few of you who have not paid your dues in the . . . State Teachers Association. Remember that I signed you up 100 per cent when school started and we got our county's name printed in the . . . *Journal* as 100 per centers, so you can't let me down. The meeting is adjourned."

Many administrators are really sincere in desiring to practice democracy but do not know how to go about it. The questions in the following list, stated as the administrator might ask them of himself, are designed to help the administrator diagnose his own strengths and weaknesses in his practice of democracy. With such a diagnosis, frankly and confidentially made by himself, the administrator is in a better position to hold and utilize more fully his strengths and to eliminate or minimize the effects of his present weaknesses.

For convenience in analysis, questions have been grouped under the following headings:

I. Formulating Educational Philosophy and Practices (18 questions).

II. Giving Democratic Leadership to the Staff (38 items).

III. Keeping Staff Communication Channels Open (12 items).

It is recommended that as each question

is read, the appropriate answer, "Yes" or "No," be placed before the question, or on a separate sheet of paper with similar numbers if this magazine is used by others.

#### I. Formulating Educational Philosophy and Practices

- ( ) 1. Do I enlist the help of the whole staff in formulating educational policies? This practice may be indicated by such things as the staff continually studying and re-shaping curriculums and educational policies of the school(s).
- ( ) 2. Do I actively encourage the formulation and teaching of curriculums suited to the needs of different types of learners regardless of ability, race, color, or prospective occupation?
- ( ) 3. Do I help the staff set up machinery for continuous evaluation of the school program? This evaluation should, of course, be an outgrowth of co-operative thinking on the part of myself and staff members.
- ( ) 4. Do I basically accept the attitude that collective thinking is likely to be superior in quality to individual thought?
- ( ) 5. Do I recognize and act upon the principle that the primary responsibility for outlining a definite curriculum rests with the students and the staff, including the administrator, concerned?
- ( ) 6. Do I recognize and act on the principle that changes in the curriculum are likely to be most profitable if they result from the active participation of teachers, administrators, and students?
- ( ) 7. Are faculty meetings in our school planned co-operatively by teachers, department heads, and principals rather than by administrative heads alone?
- ( ) 8. Do I help teachers and pupils study individual and community needs and build the curriculum in terms of these?
- ( ) 9. Do I expect to find different children in a given class working on different materials and problems at the same time to take care of individual differences in ability and level of development?
- ( ) 10. Do I avoid pushing teachers into trying to get every child up to the grade norm which happens to correspond to the grade in which the child is?
- ( ) 11. Do I take some time out each week for professional improvement?
- ( ) 12. Do we make our school plans sufficiently elastic, giving weight to the ideas of those who will be most concerned in carrying them

out—the teachers and learners?

- ( ) 13. Without exerting too great pressure, do I encourage the teachers to develop child participation in assigning problems and in setting up steps for solving them?
- ( ) 14. Is my aim in school government to give students all the responsibility they are capable of handling and to let them administer the affairs of their school community, as long as their actions are in harmony with the laws and regulations of the community?
- ( ) 15. Do I work with teachers frequently in rethinking the curriculum and the courses they are in, in relation to changing learner needs?
- ( ) 16. Do I encourage both teachers and pupils to take an active part in the selection of resources to be purchased and/or used in the school?
- ( ) 17. Do we have a constantly increasing professional library that is consistently used by myself and the teaching staff?
- ( ) 18. In our faculty meetings, do we continuously work on problems of improving the curriculum and formulating policies?

#### II. Giving Democratic Leadership to the Staff

- ( ) 19. Am I sensitive to the feelings and reactions of the staff and students?
- ( ) 20. Do I have a well-formulated policy of working with staff and students?
- ( ) 21. Am I skillful in developing a good team spirit in the faculty?
- ( ) 22. Is my leadership willingly accepted by staff and students?
- ( ) 23. Do I attempt to surround myself with strong people and seek to develop each to his greatest capacity?
- ( ) 24. Am I skillful in gaining and maintaining the respect of the staff and students even in situations where there are strong differences of opinion?
- ( ) 25. Do I take specific steps to coordinate the activities of various members of the staff so that each may know what the other is doing and work together as a team?
- ( ) 26. Am I constantly attempting to help staff members to get better working conditions including enough free time for professional development?
- ( ) 27. Do I encourage teachers to help participate with their students in the selection of texts and other resources purchased either by the students or by the school?
- ( ) 28. Do I encourage teachers and stu-



dents to help re-examine the report card that is being used and revise it in the light of current needs and developments?

- ( ) 29. Recognizing that many and perhaps most teachers have been trained to work with autocratic school administrators, do I help them to work in democratic ways?
- ( ) 30. Do I act on the principle that supervision should be set up in terms of the teacher's growth rather than in terms of subject matter?
- ( ) 31. Do I arouse interest in useful democratic living by myself practicing functional democracy in the school and in the community?
- ( ) 32. Does my leadership tend to encourage outstanding professional scholarship and development on the part of the staff?
- ( ) 33. In my remarks and other behavior, do I adequately respect the feelings and dignities of other staff members?
- ( ) 34. Do I help teachers provide professional books for their use?
- ( ) 35. Do I help provide current professional magazines for the teachers?
- ( ) 36. Do I help teachers plan their schedules so that there is some time in each working day for the use of professional magazines and books?
- ( ) 37. Do I provide easy access to professional materials through a circulation system for such materials?
- ( ) 38. Do I with teachers make periodic systematic checkups on our own efficiency?
- ( ) 39. Do I help to make it possible to follow up youngsters who have dropped out of school or who have been graduated?
- ( ) 40. Do I help teachers organize a system which makes it professionally and financially worth while for them to improve professionally during the summer?
- ( ) 41. Do I enlist the support of the teaching staff in setting up standards to use in the selection of new teachers?
- ( ) 42. Have the teachers and I together worked out a reasonable plan for taking care of duties when illness strikes someone on the staff?
- ( ) 43. Do I work with teachers in making it possible financially for them to attend and participate in professional conventions?
- ( ) 44. Do I have specific and democratically operative plans for helping teachers to keep from getting into a mental rut?
- ( ) 45. Is my leadership primarily based on ability and professional contributions rather than authority?
- ( ) 46. Is my supervisory activity organ-

ized in such a way that there is continuous study, planning, developing, and evaluating of conditions that improve the contribution of the school to the needs of the learners in the school?

- ( ) 47. Is a key part of my activity geared to interpreting the school program to the community and enlisting community help in improving the school program?
  - ( ) 48. Do I constantly try to diagnose my own leadership weaknesses and attempt conscientiously to eliminate them?
  - ( ) 49. Do I help competent leadership and initiative to develop within the teaching staff?
  - ( ) 50. Do I consciously attempt to give each improving member of the staff a feeling of success on the job?
  - ( ) 51. Are the members of the staff co-operating with each other and with myself?
  - ( ) 52. Do I avoid the temptation to get quick improvement by giving strong orders, by cracking the whip, or by getting tough?
  - ( ) 53. Do I attempt to solve the problems that confront me through thinking rather than through force and emotions?
  - ( ) 54. Do I weigh immediate issues in terms of what is likely to happen in the future if a particular line of action is taken?
  - ( ) 55. Am I able to encourage the teaching staff to assume major responsibilities without any fear the staff may "get out of hand"?
  - ( ) 56. Am I able to evaluate accurately the feelings and reactions of the staff and students toward me?
- ### III. Keeping Staff Communication Channels Open
- ( ) 57. Do I keep the staff continually informed regarding plans, responsibilities, and activities which effect them?
  - ( ) 58. In meeting with staff or students or both, do I encourage and get co-operative thinking and discussion and really frank expressions of opinion?
  - ( ) 59. Do I encourage the feeling among teachers that their advice is sought by me since I really want help on various problems?
  - ( ) 60. In discussion groups do I serve as a real participant rather than attempting to dominate the discussion?
  - ( ) 61. In teacher's meetings do we have spirited but good-natured disagreements representing real differences in point of view?
  - ( ) 62. Do I encourage teachers to work together in their professional study?

- ( ) 63. Do I provide an atmosphere in which teachers really talk over their basic problems with me and do not look upon me as someone more or less to be feared?
- ( ) 64. Have I encouraged and led teachers into setting up a machinery for the exchange of professional ideas?
- ( ) 65. Do I make possible a plan whereby high school teachers become familiar with elementary school teachers, pupils, and their problems?
- ( ) 66. Do I make possible a plan whereby elementary school teachers become cognizant of high school teachers' ideas and problems?
- ( ) 67. Do I enlist the support of the teaching staff in deciding policies governing promotions on the staff?
- ( ) 68. In group work do I seriously attempt to promote the welfare of the group rather than trying to impress other members of the group with my importance?

#### Using Results of Diagnosis

In an evaluation of this sort, "norms" or "standards" are not particularly important since the purpose is to recognize weaknesses so they can be eliminated, and strengths so they can be capitalized upon. Hence, the writer has not attempted to set up any norms.

In the following paragraphs some procedures are suggested which the administrator who wants to improve in democratic practice, might consider using.

A list of those questions to which a "No" answer had to be given might be listed for particular attention. These represent areas of questionable practice from a democratic standpoint and they constitute points of attack.

In some cases it might be desirable to talk over, directly or indirectly, some of the practices with other administrators in whose judgments on these matters one has confidence. Such a talk might also be profitable with experts on democratic practice who are outside the community. More frankness will sometimes characterize the discussions if one of the discussers has no personal stake in the situation or practices involved.

The administrator who likes to "try out things" might rephrase some or all of the questions so that teachers with whom he works could rate him and his practices. Such rating, if done, should be anonymous. Rephrasing of the questions to get teachers' ratings in most cases would simply involve changing the expression "do I" to "does he." Many teachers would have more respect for an administrator if he were willing to be evaluated in this fashion.

In addition to, or in lieu of, the procedure suggested in the preceding paragraph,

(Concluded on page 79)

## The Schools in Milwaukee's Recreation Program *John Zussman\**

Experts in such cities as Baltimore, New York, Chicago, and Los Angeles have been unanimous in urging greater use of public school facilities to provide community recreation in after-school hours. This use of school facilities is one of the foundation stones of Milwaukee's 37-year-old recreation program. Ever since 1912, Milwaukee's recreation system has been administered by the school board, because the citizens believed that recreation should go hand in hand with education.

The bill which passed the Wisconsin legislature in 1912, placing the city's recreational program in the hands of the Milwaukee school board, and giving its directors access to all public recreational facilities in the city, was unique in the United States. Its practicability has been proved beyond all doubt in the years since that bill became law.

### Need for Play Facilities Revealed

The history of Milwaukee's social center system really begins in 1911 with a survey of the city's recreational facilities prepared by Roland Hayes, field secretary of the Playground and Recreation Association of America. Sponsored jointly by the common council and the school board, and endorsed by numerous

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civic bodies, the survey revealed a serious need for wholesome, well-directed play facilities for Milwaukee children. The bill prepared for the legislature following the Hayes's survey provided that a tax of  $\frac{3}{10}$  of 1 mill to support the program could be levied on the city if a referendum so directed. But the school board gave an immediate answer by appropriating \$25,000 from the contingent fund to start two experimental centers, one on the north side and the other on the south side. After the enactment of the law in 1912, the referendum for a tax of  $\frac{3}{10}$  of 1 mill was carried. Six playgrounds were opened in 1912 in addition to the two social centers.

The recreation program has had a healthy growth and the demands of the citizens upon its activities have resulted in the expansion of playgrounds, social center facilities, and programs. These periodic expansions were only possible when the citizens favorably voted the referendum for a tax increase of  $\frac{3}{10}$  of a mill ten years later, and a few years later an increase of  $\frac{8}{10}$  of a mill. The present expansion is a result of a favorable referendum in 1948 to raise the tax levy  $\frac{1}{10}$  of a mill to a maximum of  $\frac{9}{10}$  for the recreation department. The success of four tax referendums prove that the citizens of Milwaukee are heartily in favor of the recreation program offered.

In preparation for the current expansion program, an analysis of the city's needs and its present facilities was made. In this analysis, policies were re-examined with respect to the function of a public recreation department, the nature of an adequate program, the development of the program, and some major considerations in planning facilities.

What, then, is the function of the public recreation department in Milwaukee? It is the responsibility of the department to provide an adequate public recreation program for the citizens of Milwaukee. Its objective is to offer, to as many as possible, opportunities for wholesome leisure-time activities under the direction or supervision of professional and trained leaders. It is also the objective of the department to co-operate with other agencies, public and private, in every way possible so as to provide the citizens of this city with recreation facilities and services second to none in the country.

### Program Must Meet All Needs

What is an adequate program? A program is a plan. An adequate program must be conceived carefully and put into execution skillfully. It should serve all ages, and the needs of adults must not be overlooked or minimized. To meet these requirements, the program calls for a varied and wide choice of activities and the use of all available facilities. Children's activities should have meaning and purpose; they should encourage children to do, to imitate, to select, and to act on their own thinking. The teen agers and adults require both active and passive recreational activities; opportunities should be offered for competition, social relationship, self-expression, creative study, and technical work in hobby interests.

How should the program be developed? The city-wide program at any one time should be developed on a neighborhood and community basis. A large city is a group of neighborhoods and small communities, various factors determining the type of each, such as race, nationality, and economics. The recreation program should be flexible and planned to meet the needs of a particular neighborhood or community, with a few activities sponsored on an all-city basis.

Periodically all phases of the program, indoors and out of doors, should be investigated, evaluated, and revised to meet changing conditions and interests.

What are some major considerations in planning facilities? A comprehensive plan of recreation area development co-ordinated with other phases of city planning is desirable.

In many communities, the program of interscholastic athletics, physical education, and public recreation are separate, distinct, isolated



Playground activities with organized play for the small youngsters, and softball and football for the adolescents and grownups, constitute the nucleus of the recreational system.





The story hour is a regular feature of the Milwaukee recreational program. The men and women who are employed are all skilled and experienced in entertaining children.

programs, each having more or less its own facilities. In many cases this development has been due to the fact that each program has been under the control of separate bodies or individuals for program conduct and provision of facilities. In Milwaukee, all three programs are under the jurisdiction of the board of school directors. The first two mentioned are under the supervision of the director of physical education and the third under the director of municipal recreation. Supervised recreation and guidance in the constructive use of leisure time are fundamental in achieving the objectives of any educational program, and experience has demonstrated that such supervision and guidance must be extended to out-of-school hours.

The recreation program has broadened to include opportunities for participation in physical, social, and cultural activities by children, youths, and adults, in and out of doors, throughout the calendar year.

Greater emphasis should be placed on the concept of the school and its playground as the center of neighborhood living. Such buildings and grounds usually are strategically located with respect to such factors as density of population, thoroughfares, business and industrial districts, transportation, travel distance, and hazardous situations.

The design and appearance of the buildings and grounds should be an asset to the surrounding areas and should lend themselves to the purposes of broad programs of education, school play, physical education, and neighbor-

hood recreation. Such a policy of recreation facility planning would eliminate costly duplication of buildings and grounds, maintenance and operation, besides serving the immediate neighborhoods better.

#### Requirements for Playgrounds

The neighborhood playground is a play area designed to serve a residential area of a size served by an elementary school. Its facilities are designed for children, young people, and adults to enjoy such fundamental activities as sand construction, storytelling, apparatus play, handcraft, quiet games, active games, volleyball, basketball, and softball. To reach such a playground no one should have to walk more than one half mile. While the size of the playground needed may vary with neighborhood population, the generally accepted minimum standard is 100 square feet per child enrolled in the school.

The design of such an outdoor play area is influenced by such factors as building location, safety, utility, ease of supervision and control and beauty; it also should provide for separate play areas for boys and girls, with outside entrances to the lavatory facilities of the building from each area. The boys' area should be larger than the girls' so as to allow adequate space for a softball diamond. While the girls' area should have such a diamond, it need not be nearly as large.

Each of the areas should be provided with the following:

1. Combination basketball-volleyball court.

2. Apparatus and fixtures such as a climbing structure, horizontal ladder, a horizontal bar, six or eight swings, and a jungle gym.

3. Portable sandbox (girls only).

4. Softball diamond with a "batting" cage type of backstop; boys' diamond at least 200 feet from home plate to the nearest barrier in right field and left field.

5. Open play space for informal play and circle games.

6. Area for crafts and quiet games.

The entire neighborhood playground, generally speaking, should be surfaced, fenced, and lighted. An entrance to the grounds should be provided at each corner, with one entrance centered on either side. Landscaping and planting should be confined to the front of the school building, which should be located at one end of the play area in order to make supervision easy from within or without the building.

The minimum play area designed to meet these standards should be not less than 90,000 square feet and preferably 135,000 square feet or about three acres.

Supplementing the school play areas with a few larger areas for baseball, football, soccer, and similar athletic events will provide adequate facilities for a well-rounded city recreation program. This playfield is a recreation area consisting of a neighborhood playground and an athletic area for league games in softball and hardball, provisions for tennis, lawn games, large gatherings, out-door pageants, etc.

Compared with the neighborhood play-

ground, the playfield is large, has a longer radius of influence, serves an area several times larger and usually is used for longer periods. It is a community play area and in purposes compares to a high school district—the high school with its supporting elementary schools—the playfield with its supporting neighborhood playgrounds.

The playfield ranges in size from 12 to 20 acres.

### Policies Thoroughly Studied

After these policies of the department of recreation were established, all phases of the program were investigated, evaluated, and revised to meet changing conditions and interests. A thorough study was made of the city. Spot maps were prepared indicating the locations of social centers, playgrounds, ice rinks, and outdoor athletic facilities. Companion maps showed the child population according to federal census tracts, and others outlined areas of juvenile delinquency. Statistics were gathered comparing the square foot area of each school playground with the optimum square footage according to pupil membership and describing the type of existing playground program such as spring, summer or fall playground. Maps showing a two-third mile radius for each boy and girl to a social center, and a half-mile radius for each boy and girl to a playground were made to determine the location of future facilities.

At the same time, a thorough study of the playground program was made by 25 of the seasonal full-time recreation workers, resulting in recommendations for certain changes. In order to make an adequate and thorough study, the playground program was broken down and grouped into eight major areas:

1. The boys' daily program
2. The girls' daily program
3. Boys and young men's competitive activities
4. Girls' competitive activities
5. Special activities

6. Nature program
7. In-service training classes
8. Supervision

The 25 playground supervisors and members of the administrative staff were divided into 8 subcommittees. Each subcommittee was assigned one of the above topics to study and analyze, and to prepare a written report with recommendations for the present and future program. Members were assigned to committees on the basis of experience in the particular area designated. So that there would be uniformity of method of approach and study, the following outline was used in the preparation of reports and recommendations:

1. Prefatory comment
2. Primary objectives
3. Strength of the present program
4. Weaknesses of the present program
5. How can the objectives be obtained
6. Final recommendations

After an intensive study and critical analysis of the respective areas of the existing program, recommendations were made in accordance with modern trends and developments in the field of recreation.

When the subcommittees had completed their studies, they submitted their reports in the following manner. Each member of the general committee, made up of the administrative staff and playground supervisors, which functioned as a committee of the whole, was given copies of each report. The chairman of each subcommittee was assigned a secretary and then read his report, paragraph by paragraph, with the general committee making corrections and additions which were recorded by the secretary. At the conclusion of the first reading, the subcommittee revised their report in accordance with corrections and additions which had been made. Papers were again submitted for a second and a third reading, for further criticism, the same procedure being followed each time. The final papers with all corrections and additions were accepted and then submitted to the co-ordinating

committee. This committee, consisting of five members appointed by the director of the department from the general committee was delegated to co-ordinate the several studies into a comprehensive report or plan which would serve as the basis of the summer playground program. So that personnel, facilities, and equipment of every playground would receive adequate attention, individual surveys of each ground had also been made by the playground supervisors.

### Procedures in Present Study

A similar survey of the indoor recreation program is now in progress and will be used in planning the 1950 social center season. Again, committees were set up to concentrate on all phases of the program: arts and crafts, club work, citizenship and English, academic and scientific classes and clubs, sport and game classes and clinics, women's activities (gym, dancing, athletics), program for the aged, music and drama, nonmembership activities, evening junior centers, special programs—Saturdays and holidays—community and family nights, Friday evening program, Saturday evening dances, special leagues and tournaments—corecreation program. This survey is being conducted by all full-time recreation workers, including in this instance the full-time recreation teachers. The topics will be approached in the manner of the playground program study, with the addition of a fifth consideration: do values and results merit continuance? Each committee will analyze their study with the following outline:

1. What is the objective of the activity or program?
2. Strength of present program.
3. Weaknesses of present program.
4. Do values and results merit continuance (cost considered) when compared with the needs of the city-wide program of playgrounds and social centers?
5. Recommendations (expansion, curtailment, discontinuance).



Milwaukee is the center of a great vacation area where boating and fishing on small lakes provide a natural interest in boat construction.



The older people are entertained quite as frequently as are the children. The Golden Age Clubs, which largely control their own activities, are found in every part of the city.



The reports will be submitted, committee by committee, to the entire recreation staff for revisions and additions. As revised, they will be turned over to a co-ordinating committee which will establish the social center program for 1950.

These evaluations and investigations of the present program are invaluable in the expansion program in Milwaukee because they analyze changing needs and interests. The evaluations showed that there was a greater need for children's, indoor and outdoor after-

school hours recreation programs. Fall and spring playground facilities were increased to include areas not already providing a program. The expansion of the playground program will result in 80 supervised grounds for the spring and fall season and 75 supervised grounds for the summer season. The expansion of the social center indoor facilities will total 34 centers for grade school programs and 25 centers for adult and teen-age programs. The evaluations have made Milwaukee aware of the responsibility for developing a program of

recreation for the aged through formation of "Golden Age Clubs." It has also adopted a policy of co-operating with public and private agencies in regards to program. Milwaukee's recreation program is aimed at neighborhood recreation for the child, teen ager, and adult. It is being developed on this community basis so that all areas have equivalent facilities for boys, girls, and adults so that no one community suffers from a lack of program while another has more than it is really using.

## Building Needs of San Francisco's Adult Education Program

### Part II—In an Artcraft and Homemaking Center

*Edward H. Redford\**

Particularly needed in San Francisco is a center where adults can come to participate in those creative activities which fall in the artcraft and homemaking areas—in weaving, ceramics, interior decoration, flower arrangement, lapidary work, and so on—under the direction of instructors who themselves have been producing professionals in the fields in which they are teaching.

Such a building ideally should house not only all the activities for which provision is recommended in this second article of the series outlining San Francisco's building needs for adult education but also those to be described in the third and last article. With recognition, however, of the practical difficulty of our ever securing such a building during the next 10 or 12 years while the peak of the day school population is upon us, the recommendation is made for the dividing of these activities into two units. And, as a matter of fact, it seems quite likely that there may even have to be further subdivision to suit the space available.

The segregation of the various activities considered is discussed here only for the purpose of indicating amount of space needed. As a matter of fact, there is no necessity that each of the shops indicated be enclosed in a separate room. In many cases, two or more of the shop areas could be combined into a single large area as one activity; and, as a matter of fact, much of the program could be housed in a loft-type building where partitions would be held to a minimum.

Such a program as that planned for this center will not consist of a series of separate classes, in one of which a person will enroll at one time and to which he will confine his activities. Rather, it is a program to which the adult student will come for an opportunity to participate in creative activity. He may decide to spend a few days in the design

laboratory, at the same time testing his designs in, say, the ceramics section or the woodshop; and then he may proceed to produce some object, going back and forth as needed from ceramics, to woodshop, to art metal, to flower arrangement, to lapidary work, and so on. It seems probable that arrangements can be worked out so that each person registers when he enters and leaves the building rather than being assigned to a specific class and teacher.

Activities which should be provided for in the building, accompanied by a brief discussion of what is needed for each, are as follows:

1. *Upholstery.* At present, more than 500 persons are enrolled in adult upholstery classes, and nearly 1000 names are on the waiting list. A minimum provision in the craft center, therefore, would appear to be for 100 persons to be at work at any one time. The minimum amount of floor space for each person in the workshop is 35 square feet, or a total of 3500 sq. ft. is needed for shop space by this activity. In addition to this, adjoining storeroom space of at least 2000 sq. ft. will be needed for housing the furniture of those students not at the moment working in the shop. The shop should be equipped with individual benches, but the storeroom need be nothing but a bare room. An overhead sprinkler system for this area is almost a necessity.

2. *Woodshop.* This shop would be constructed more or less similarly to a regular senior high school woodshop, but it would not be expected to take the place of such shops in the adult program. Its primary purpose would not be for the construction of sizable objects, since school shops already are available for this work. Rather it would be used to supplement activities conducted elsewhere in the craft center. Thus it could be used for furniture refinishing in connection with upholstery work, for picture framing, for modelmaking, and for other miscellaneous construction activities. Workbenches also

could be used for such activities as fly tying. This shop should cover an area of 3000 sq. ft., with a toolroom, 12 by 12 ft., attached and with racks provided for the storage of lumber. The shop should include some power machinery, such as a lathe, a drill press, and so on, but the emphasis will be on the use of hand tools.

3. *Metal shop.* Adjoining the woodshop an area should be set aside for metal work. Primary use of this shop will be for art-metal work, but it will be used widely in activities carried on primarily in other shops. The principal requirement in this room will be for workbenches equipped with small vises and anvils for metalwork. Probably an area of 1500 sq. ft. will be adequate. Because of the noise which art-metal activities produce, provision should be made for some sort of soundproofing.

4. *Lapidary Work and Jewelry Making.* Adjoining the metal shop obviously so that facilities therein can be used to advantage in lapidary and jewelry work, should be an area reserved for the latter two activities. Probably 1500 sq. ft. will suffice, equipped with workbenches, diamond saws, lapping machines, and grinders. This shop must have running water for use in the machinery and should, if possible, have gas for the operation of burners.

5. *Ceramics.* Space must be provided for approximately one hundred persons to work in ceramics at any one time, a total of about 2500 sq. ft., equipped with workbenches of a height for use by a person standing or sitting on a high stool. Running water will be needed. In addition to the above area, space approximating 1500 sq. ft. fitted with shelving, must be provided for drying objects constructed. Also needed is room for at least six large potter's wheels, a dozen smaller ones, and two or three kilns—probably an additional 2000 sq. ft. in all. Attention should be called also to the fact that a storeroom for glazes and clay is a necessity, probably measuring

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at least 15 by 15 ft., if it is to serve the number of persons estimated as likely to be in regular attendance.

6. *Leathercraft.* Room suitable for use by a class of 25 to 30 in leathercraft must be provided, with benches for persons to work while seated. Good light is a particularly important factor in this shop. Probably an area of not to exceed 1000 sq. ft. will suffice.

#### For the Home Craftsman

7. *Miscellaneous Crafts.* Space must be provided for such miscellaneous artcraft activities as lamp-shade making, block printing, book binding, and silk-screen-process work. Such an area should be at least 2500 sq. ft. in size and, besides being equipped with large tables and some workbenches, should make available three or four small hand presses for block printing, a large hand cutter for paper, and a number of small presses for binding. Running water will be needed.

8. *Flower Arrangement.* Such a shop should be equipped with workbenches of a height suitable for a person standing or seated on a stool. There should be running water, a refrigerator for the storage of flowers, and adequate storage for vases, bowls, frogs, and so on. Ideally, this workshop should be so situated that the work therein could be integrated with instruction in ceramics and with the art classes discussed below. Probably an area of 1500 sq. ft. will be needed for this activity.

9. *Photography.* A minimum of 100 persons must be accommodated by the photography setup. Needed will be (a) one large dark-room for developing purposes in which 15 or so persons can work at one time under instruction, this room covering an area of 500 sq. ft.; (b) five individual developing rooms 7 by 7 ft. in size; (c) an enlarging and printing room, which also can be darkened, covering an area of 1200 to 1500 sq. ft.; (d) a room for washing, drying, mounting, and other activities, in size at least 25 by 25 ft.; (e) a "shooting" studio having a floor space of at least 50 by 50 ft., and a ceiling height of 14 ft.; (f) a storage room for cameras, films, paper, and so on, 20 by 20 ft., in size and having at least 350 running ft. of shelving. The first three rooms listed must be equipped with running water; all rooms, and particularly the "shooting" studio, will need a heavy load of electric power.

#### For Drawing and Design

10. *Art Studio.* A studio with good daylight to accommodate approximately 30 easels is needed, requiring a floor area of 1500 to 2000 sq. ft. The room should be equipped with running water, and adjoining it should be a small storeroom of not more than 10 by 10 ft. in size.

11. *Design Studio.* In this room, design will be taught as an integral part of the various activities housed in the center, including, desirably, theater and homemaking as well as art-and-craft activities. Good daylight as well as adequate artificial light is required. The room should be equipped with a combination of easels and drawing tables. It must have running water and slop sinks so that such work as finger painting can be done.

12. *Clay Modeling and Sculpturing.* Adjoining the ceramics room and yet closely associated with the art studio should be a room 40 by 40 ft. in size for sculpturing and clay

modeling. As in all other art rooms, good daylight is necessary, and there must be running water available. This room will be equipped with movable workbenches and heavy easel-type turntables.

13. *Weaving.* An area of at least 50 by 75 ft., must be available for weaving classes, and half again this much room could be used to good advantage. The one permanently installed feature of this space will be the dyeing vats.

14. *Slip Cover and Drapery Making.* Integrated with both the upholstery shop and the homemaking rooms should be a sewing room equipped with large tables and heavy sewing machines for the making of slip covers and draperies. It should be at least 40 by 50 ft. in size and should have adjoining it a storage room for the furniture in work which will provide at least 1000 sq. ft. Or perhaps this room can be the same as that used for upholstery storage providing it adjoins the slipcover and drapery shop and is increased sufficiently in size to serve both purposes.

#### An All-Important Room

15. *Cooking.* The need here is for two rooms or, perhaps, for one room large enough to serve in a dual capacity. An area equipped for demonstrations, at least 1500 sq. ft. in size, is needed for cooking taught on a demonstration basis, as most adult foods classes are of necessity taught. In addition, there is need for unit kitchens to provide working space for 20 to 25 persons, this requiring a floor area of probably 2000 sq. ft. Provision will have to be made, of course, for running water and, in the unit kitchen section, for gas and electric cooking. A food storage room, 12 by 12 ft. in size, with at least 200 running ft. of shelving, will be needed, as well as electrical refrigeration. If the cooking laboratories can adjoin the rooms set up for training in domestic service, there will be some advantage in the joint use of the kitchen laboratory, the dining room, and the various appliances and household aids utilized in a home management course as well as in a servant-training program.

16. *Clothing.* An area accommodating at least 50 persons at any one time, working at cutting tables and sewing machines, must be provided for sewing classes, the floor area needed covering 3000 sq. ft. Adjoining it must be four dressing rooms, 5 by 5 ft., and one fitting room 10 by 10 ft. This area must be equipped with full-length mirrors, fitting platforms, pinning-board space on the walls, and good artificial lighting.

17. *Millinery.* The millinery shop will require a floor area of 1750 sq. ft., providing working stations for 30 to 35 persons. Chief need in this room is for tables at which students can work while sitting down and for storage space for blocks and other equipment.

#### Home Decoration Room

18. *Interior Decoration.* A room in which furniture, drapes, floor covers, decorative materials, and so forth can be displayed is needed. It should be 1600 to 2000 sq. ft. in size and should contain cabinets or storage place for the locking up of valuable objects. It should adjoin the forum lecture hall so that materials can be transported to that room for lectures.

19. *Domestic Service Training.* Closely integrated in program and in the use of facil-

ities with the homemaking rooms listed above will be the small apartment for the teaching of those entering domestic service and those seeking upgrading instruction. Needed will be a living room, bedroom, bathroom, dining room, and home kitchen—all covering an area of no more than 1500 sq. ft. If the apartment adjoins the cooking laboratory, then the servant-training classes can use the foods laboratory for instructional purposes in addition to having available the small home kitchen in their apartment; and the other adult classes can use the apartment and the facilities it provides for instructional purposes in home management classes.

#### Learning to Care for the Sick

20. *Practical Nursing.* Provision is needed in the adult center for a small hospital ward, with a bathroom attached and a storage room for instruments, linen, and miscellaneous items. Provision need be made for only 40 to 50 persons in training at any one time—since the practical nurse training program is to be a co-operative effort carried on jointly by the Adult Division, hospitals, and nurses organizations. Classroom instruction will be given each group of trainees for approximately six months, to be followed by an apprenticeship in a hospital and by supervised work on the job. Probably the ward will need to be from 2000 to 2500 sq. ft. in size, and an additional 600 sq. ft. will be needed for storeroom, bathroom, and other miscellaneous facilities.

Mention should be made of the necessity for providing throughout the building sufficient locker space for students to store not only the objects they are working on and their materials, but also the overalls or smocks they may wear while at work. These lockers can be set in banks in the corridors or in a single room; or, much better, they can be made an integral part of each shop. Supplying lockers is particularly important for adult students since they are expected to furnish all materials used in making of any object which they will take home.

#### Special Facilities

The necessary lavatories will, of course, have to be provided. No mention has been made above of classrooms for lectures that form a part of such programs as those for training domestic servants and practical nurses, the homemaking program, interior decoration classes, and so on. It is felt that three classrooms provided for in the theater workshop unit, the demonstration kitchen, and the forum lecture hall can, through adroit scheduling, serve the purpose. Of course if these various activities are separated in different buildings, attention will have to be given to providing more space for lecture and discussion groups.

Office facilities, similar to those enumerated above for other adult schools, will be needed in the building. In addition, generous provision should be made for storage areas since materials used in craft classes require much room. The janitor's storage room for incoming supplies should be large, and a room at least 30 by 30 ft. should be available for the storage of workbenches, equipment, and furniture as needed.

Ideally, this center should be centrally located, but the availability of parking facilities might offset the disadvantages of a building located somewhat undesirably. Either

(Concluded on page 80)



# The Floor Machine:

## Its Management and Care *Dave E. Smalley<sup>1</sup>*

There are many expert users of all kinds of machines who know little or nothing about their mechanism and often little more about caring for them. This lack of knowledge is found even among maintenance personnel who operate floor machines. As long as the machine is in running order they get along splendidly; but when it fails for some reason, they are at a loss as to what to do.

In the previous article, the need and uses of floor machines was described. In the present paper, we shall discuss their management and care in the belief that acquaintance with their mechanism and knowledge of their care are essential to long and effective use of these machines. We do not have the space and admittedly the writer does not have the information that would be necessary to give a full account of all the different kinds of floor machines — and quite possibly certain statements that he does make will be subject to challenge by both manufacturers and users. It is, therefore, urged that each operator study his own machine, both examining it and reading carefully the manufacturer's instructions.

Nothing said in this article is intended to contradict or supplant the statements or directions of the manufacturer of a machine. The man who makes it knows best. There are, however, certain features of construction and operation common to almost all floor machines, some of which will be treated in this article in the hope that you will be saved repair bills, and, perhaps, serious delays in returning the machine unnecessarily to the factory.

### Lack of Power

While it can occur in any floor machine, new or old, the apparent lack or loss of power is more common in new machines. Machines require less power after they are broken in.

The seeming lack of power manifests itself by "growling" of the motor or by "whining" if the machine is completely stalled. In such cases it is possible that the machine is defective, but before this conclusion is drawn, several things should be checked. In the meantime, of course, do not operate the machine until the trouble is located and corrected.

In trouble-shooting a floor machine, you may start by checking whether you are attempting to run an a.c. machine on a d.c. current or *vice versa*; or whether your machine is set for 220 volts and connected to a 110 volt outlet (if the voltage in this case were *vice versa* it would quickly ruin the motor). Or the cycle may be wrong. These

errors happen oftener than you think and in many cases with people who know better.

Low voltage, however, is a much more common trouble. If the voltage is not up to standard strength at the outlet, the machine will not function properly. However, before calling the power company to test the voltage, make sure your cord is neither too small nor too long. The manufacturer of your machine undoubtedly fitted it with the correct cord, but you may be using extensions of your own. Also, you may be overtaxing the power by the simultaneous use of too many lights or other electrical devices. Some house wiring is lighter than others, thereby limiting the power. There is still the further possibility of a bad connection. Check your connections, the switch and especially the plugs; and to be certain your trouble is not a localized difficulty, try the machine in another room.

A sticky floor sometimes will stall one perfectly good floor machine while another machine, supplied with excess power (and built for greater consumption of electricity) will struggle along. Don't expect a two ton truck to carry a four ton load.

If the machine refuses to run at all — if there is no movement or sound from the motor — check all connections, particularly the switch. A wire to the switch may be disconnected. This sometimes happens to new machines in transit, and it sometimes happens when the plug connecting the handle to the machine is disconnected by jerking the handle. Occasionally one or both of the wires break somewhere in the cord and inside the insulation, making it difficult to locate the trouble. In such cases an inch-by-inch examination of the cord is necessary.

### Oil Leaks

If your machine leaks oil, more than likely one of the oil seals is broken or defective, but not necessarily. There could be an excess of oil in the gear case, or you may be using the wrong kind of oil. Check the manufacturer's instructions.

Too much oil develops excessive pressure, causing oil overflow and sometimes bursting of the oil seals. Excessively heavy oil or grease does not give correct lubrication.

It is not uncommon for new machines to arrive with oil leaking. While the machine normally should not leak when new, the case in which it is shipped may be rolled or stacked upside down by the carrier; but in such instances, when the oil is wiped off and the machine placed in proper position, there is no further leakage. In replacing the lost oil, however, be sure to follow the manufacturer's directions.

### Hot Motor

Hot motors frequently cause unnecessary concern among users who are not too familiar with floor machines. It should be understood, therefore, that the average floor machine is adapted for a heat rise of 50° C., that is, 50° C. above room temperature. Since this is approximately 120° F. warmer than the prevailing temperature of the room, it is relatively very hot, in fact, almost hot enough to burn your hand. However, do not be too concerned about a hot motor until it begins to smoke or there is a distinct odor of burning insulation. Then immediately shut off the machine. Either the motor is overloaded or it is defective.

The temperature rise of a motor usually is ascertained by attaching the mercury end of the thermometer to the outside of the frame of the motor with a liberal chunk of putty. The motor is allowed to operate continuously for one hour and the temperature is checked. Government specifications sometimes indicate a two hour period of operation.

### Wabbling

When a well-made floor machine operates with an undulating motion something is wrong. The difficulty, of course, could be caused by an uneven floor surface. The trouble, however, may be due to the machine: the machine may be off balance or the brush or brushes may be defective.

In a two (or more) brush machine, there may be a difference in the length or texture of the bristles of the brushes, due either to the manufacturing process or wear. Also, in the case of both single or double brush machines, the bristles sometimes are warped by improper care — a problem we shall cover later on. Uneven bristles are certain to make a floor machine wobble.

Again, the machine and the brush may be in proper condition, but the brush bracket may be faulty. The brush bracket is the casting or device attached to the back of the brush for connection with the machine. If this bracket is screwed or bolted to the brush back, it is not infrequently tightened too much on one side. This may be done during assembly at the factory and to remedy the difficulty, simply loosen one side of the bracket and tighten the other. Sometimes a shim (a piece of tin or similar thin metal) should be placed under one side of the bracket to level it up.

### Noisy Machines

Some machines are naturally noisier than others because of their construction. If the speed of the motor does not exceed about 1750 r.p.m., it is unlikely that the noise is in

<sup>1</sup>Brazil, Ind.

## Good School Cleaning Tools Deserve Good Care

the motor. Most likely it comes from the gears, or from the chain if a chain is used. If the noise, however, is coming from the motor, something has gone wrong: probably there is a broken motor bearing. It could be, of course, the growl mentioned earlier, which is caused by the inability of the motor to throw off the starting device. The starting device, which differs on the various types of motors, conveys enough extra power to get the motor started from a dead stop, but after sufficient momentum is gained it swings loose to become inoperative. If there is insufficient voltage, or if the machine is being subjected to a load beyond its capacity, the motor does not gain enough speed to throw the starter free. This trouble could be the fault of the machine but, as it was said before, it is more likely due to low voltage.

If the noise comes from the gears, examine the oil. Either oil may be needed or the oil being used may be too heavy to splashfeed the gears. There is the further possibility that a gear bearing has broken or one of the gears is worn or broken. There is the chance also that your motor is loose on the base—a matter easily corrected by tightening the bolts with a wrench.

A machine with a chain drive will become noisy if the chain becomes loose—a condition which is remedied simply by moving the motor backward or forward, as the case may be, to tighten it. It is important that the two sprockets on which the chain functions be level with each other. If one is even slightly lower than the other, the chain will bind, and a grinding or rasping noise will result.

Sometimes a chain is too long or is a misfit on the sprockets, in which case a new chain may be needed. Check a noisy chain to see if it is striking or grinding against something. Graphite or a suitable grease sometimes quiets a noisy chain.

Make sure the wooden (or metal) brush back is not rubbing against the base casting.

In the case of a scrubbing machine, a loose solution tank can make a lot of noise when it vibrates, particularly when empty.

If you cannot locate and remedy the noise easily, it is advisable to write or wire the manufacturer or his nearest representative. Unless you are a competent mechanic, do not tinker with your machine, especially if the guarantee period has not expired. Most manufacturers insist upon repairing defects themselves if the guarantee is still in force, and signs of tinkering are justification for voiding the guarantee.

### Shorting

Almost any floor machine emits a limited amount of small sparks, but only excessive sparking is serious. Perhaps new carbon brushes are needed or the old ones should be adjusted. Shorts also can cause excessive heating.

Usually when we speak of a floor machine "shorting" we have reference to the shock it gives us when we touch the metal parts. In such cases check the cord through the handle and other wiring touching the machine. The insulation may be worn off or there is a bad connection. Examine the switch.

It is not uncommon for scrubbing machines to give a slight shock when there is excessive moisture. While ordinarily not as dangerous, it is somewhat like touching an electric light while standing in a bathtub. If you have much trouble of this kind, wear rubbers or rubber gloves while scrubbing. The slight short which may be causing the trouble probably would not be noticeable on a dry floor.

### Care of the Floor Machine

Since a good floor machine represents an appreciable investment, it should be properly cared for, for the sake of economy. Further, since it is an essential tool, it should be kept in good condition for the sake of efficiency. A machine which functions inadequately because of abuse or neglect makes the job harder and less thorough.

First of all, keep the machine clean. Wipe it off after you have used it, and don't store it with the ash cans. Some machines returned to the manufacturers for repair look like they come from the city dump. Accumulated dirt causes the parts to deteriorate even when the machine is standing idle, and it can cause worse and faster damage to working parts in action. If the machine is stored in a damp or wet place, the steel parts will rust quickly. On the other hand, the machine should not be kept next to a hot radiator.

After scrubbing floors (or shampooing carpets) do not leave the excess cleaning solution in the solution tank. Empty the tank and rinse it out. Wipe suds, water, etc., off all accessible parts. Alkaline solutions left on paint or aluminum cause disintegration.

When storing the machine, tilt it back off the brush. Never permit the weight of the machine to rest on the brush longer than necessary. Continued pressure on the brush will flatten the bristles. Uneven pressure will distort the bristles and cause wobbling.

Scrubbing brushes should be rinsed out and hung up to dry. Or, if space is available, the brush should be placed on its back with the bristles up. Wet bristles are mashed out of shape more easily than dry ones.

It is a poor practice to let an idle brush lie on its bristles. It is worse to stand it on edge, thereby mashing upward a portion of the bristles. Either store idle brushes separately on their backs or hang them on nails. Never stack them on top of each other.

### Misshapen Brushes

When brushes become mashed, either uniformly or irregularly, stand them with bristles down in clear water to a depth not exceeding two thirds of the length of the bristles. Avoid

submerging any part of the plywood back, to prevent it from becoming warped. Allow the brushes to set in the water for from two to four hours (hard bristles longer than soft), after which remove them and place them on their backs, bristles up, in a dry, preferably warm, place. In most cases this treatment will restore the bristles to their original position. They should not be used, however, until thoroughly dry.

### When Brushes "Freeze" on the Machine

On certain types of floor machines, the brushes sometimes stick so tightly that they cannot be readily moved. The answer to this problem, in most cases, is to turn the machine on its side, back up to it and kick sharply down into the bristles with the heel. Of course you must be sure that you are kicking the brush in the correct direction to loosen it.

### Rebristling Brushes

Except in the case of the metal back brushes, it seldom pays to have old brushes rebristled. The time and labor required to extract the old bristles usually offsets the cost of a new wooden brush back. Besides, new staples do not hold well in old brush backs. Brushes worn too badly to serve satisfactorily often serve perfectly for holding steel wool pads.

### Attaching Brushes to the Machine

Especially in the case of single brush, concentrated weight machines, some operators attach the brush by setting the machine on it and starting the motor. This is a quick and easy way to attach the brush, but the method is not generally recommended. The shock to the machine and the brush sometimes results in damage to one or both. The correct way to attach the brush, or brushes, is to tilt the machine back and then, standing astride with your back to the machine, grasp the brush on each side and attach it with a quick jerk in the direction opposite to the active movement of the brush.

### Some Reminders

To repeat, unless you are a good mechanic, do not tinker with your machine, especially if the manufacturer's guarantee is still in effect. And do not employ someone else to do the work, expecting the manufacturer to pay for it, even under the guarantee. Write or wire the manufacturer, describing your trouble and ask for instructions. Often the manufacturer has a serviceman in your vicinity.

If the guarantee has expired, it is still advisable to get advice from the manufacturer before taking other action. If the machine must be repaired locally, take it to someone qualified to do such work.

A good floor machine, properly used and cared for, should serve satisfactorily for 10 to 15 years. Machines in continuous service for 20 years are not uncommon.



# Without Good Maintenance There Will Be No School

## Relative Merits of Contract vs. Employee Methods of School Plant Maintenance

V. Harry Rhodes\*

A realistic definition of school plant maintenance might be, "The preservation of the school plant for its most useful service to the community for a long period of time." Thus maintenance becomes a "number one" factor of a school system, for the instructor department cannot function without the school plant.

Maintenance too is a very normal part of a school system for, like the school graduate, its real beginning is with a commencement. The building or plant must be completed first, then maintenance takes over, and, if the above is a good definition, maintenance insures uninterrupted use of the school plant. One of the thrills of property maintenance, to me, is the fact that the staff of the maintenance departments carries on come hell or high water, no matter what the odds. Again I say, without maintenance there would be no school.

There are two tried and true methods of maintenance; namely, (1) by contract from competitive bidding; (2) by use of a board's own employees, commonly called shop mechanics.

### The Contract Method

The contract method based on competitive bidding is the formal method of doing school maintenance jobs. It is usually a long drawn out method and of necessity always requires specifications and plans quite often, plus bid advertisements and letterings. And sometimes a weak bidder is low, which can lead to many headaches. Then contracts and bonds must be drawn and approved and signed. Ordinarily in a school system the size of St. Louis, from the time a maintenance job is known about until the effective date the contractor can legally begin, as above described, a minimum of six or eight weeks must elapse. This means that the contract system is definitely not a satisfactory method of emergency maintenance. Usually at least 50 per cent of school plant maintenance, unless the buildings are quite modern, is, for all practical purposes, properly classified as emergency maintenance.

Where time is not of the essence, such as scheduled painting jobs, summer boiler replacements, modernization and kindred types of jobs, the contract method of maintenance is not only practical but quite valuable, and even necessary to the best functioning of the maintenance department, because —

a) Contract lettings help stabilize the budget, as the cost of the job is known in advance.

b) A check against the cost of the employee method is obtained. This, by the way, is essential to the proper functioning of the employee method.

c) The contractors, to a great extent, provide the extra man power necessary to complete the large amount of summer work.

d) Better public relations are created by the various contacts between the board, a governmental unit, and the public who support the board's operation through tax receipts.

### The Employee Method

The use of board employees is the informal method of doing maintenance jobs. This is the quick and relatively simple procedure. Like liberty or freedom of any kind, the price is eternal vigilance, and maintenance by board employees must be controlled or it can get out of hand. A large summer crew can be built up and carried on throughout the year; political pressure may try to dictate the employment of inefficient help, and the fact that materials and men are available can easily be abused and job priority rights violated to suit the whim of some instructor, custodian, or board member. Proper supervision and up-to-date cost data are most important to the success of this procedure.

Where time is of the essence, where the jobs are small or routine, such as broken glass, door closers and locks, plumbing and roof repairs, and emergency heating repairs, and related jobs, or where the work to be done cannot be completely or accurately described in specifications, maintenance by board employees is practically essential to the proper and economic maintenance of school plants and property, because:

a) Board employees can execute emergency orders far more promptly and economically than is possible under the contract method.

b) Many repairs can be made by using reclaimed materials from the school shop inventory.

c) Many equipment repairs can be made by simple part replacements, and the best shop management indicates standardization so that a minimum number of new parts need be carried in stock.

d) Contractors' overhead and profit are eliminated as well as taxes and insurance paid for by contractors, the cost of which is passed on to the school board in the contract price.

e) Constant screening and long service with the board pretty well assures honest and reliable mechanics, so essential around our schools.

f) Board mechanics employed the year round should give a better day's work than the mine-run mechanics of the contractor. The hourly rate is usually the same.

g) Repairs and maintenance can be carried on throughout the year by proper planning and co-operation with the instruction department.

h) Most industrial organizations, where every dollar in savings counts, use plant maintenance employees.

i) The shop mechanics become familiar with the school plants and the equipment and often save much time in finding the seat of the trouble.

j) Many times one job leads to another when the mechanics actually get at the seat of the trouble, and board employees can go ahead with no loss of time or excessive cost of contractors' extras. Thus, not only is a current saving made, but there is a tendency to do the job completely and effectively, and thereby many a stitch in time is effected.

In recapitulation, both methods have a proper place in the sun, and to a great extent they are related. Some authorities contend the size of the system should dictate the choice of the method. I do not agree because I firmly believe that the combination of the contract and the board-employee methods, in a majority of cases, better serves any community and school system. My recommended percentage would be about 50-50.

### Important Additional Recommendations

In closing, may I emphasize several related points:

1. Do not rely on custodians and principals to direct maintenance, this must be a co-operative effort of the instruction department and the maintenance department. Periodic inspection of plants by competent maintenance inspectors is essential.

2. Well-directed supervision is essential for both methods together with up-to-date cost surveys.

3. Due consideration should be paid to the age of school buildings. Sometimes maintenance money is thrown away on old, functionally obsolete buildings, which should be replaced.

4. A well-equipped shop and warehouse, to allow for wholesale purchases, is very much to be desired.

5. If money limits are set by state law, these limits should be brought up-to-date from time to time as economic conditions change.

6. The annual maintenance budget should be a very carefully prepared estimate of jobs really needed, using the theme, "An ounce of prevention is worth a pound of cure."

My final suggestion is: Do not set up your own ideas willy-nilly and defend them against all comers. So often a man's ideas are fostered by his emotions, and considered evaluation of not only the methods of doing the job at hand but past performance as compared with others, contains a valuable lesson to have learned.

### THE TEACHER APPRECIATES HIS STUDENTS

An essential qualification of a real teacher is an enthusiastic belief in the value of the subject which he teaches. Along with this goes an appreciation of the capacities of those whom one teaches. No subject in the curriculum has value unless it has value for individuals. The teacher who sneers about the slender ability of those who compose his classes is attempting to bolster up his own self-respect by minimizing the capacity of others. Above all else the teacher has enthusiasm. He believes that he is doing a piece of work of the highest importance with which he must not allow the paralysis of discouragement or the smugness of self-satisfaction to interfere. — Lewis H. Chrisman.

\*The author who is Commissioner of School Buildings for the St. Louis City Board of Education, read this paper before the Association of School Business Officials, Boston, October 4, 1949.

## Thirty-Fifth Convention of School Business Officials

The thirty-fifth annual convention of the Association of School Business Officials in Boston, October 3 to 6, gave evidence of two major facts in the conduct of the business affairs of the city and town school districts: (1) In spite of the fact that the school plant problem which was aggravated by the long years of the war and by the economic after-effects and is still critical, the schools are rapidly overcoming the maladjustments of the war years and are conducting their fiscal, purchasing, building maintenance, and personnel management on a level keel. (2) The administration of the business department of school boards has been diverted almost wholly of its old-time political character and is being led by professional or career men who have developed a considerable body of sound theory and practical techniques in financing, building planning and operation, plant maintenance, accounting, and general management.

The Boston convention brought together nearly five hundred school business executives from every section of the United States and especially from the east and middle west states, and the Provinces of Canada, with large delegations from California, New Jersey, New York, and the Middle West.

### Personnel Administration

Conventions of professional schoolmen have a curious way of lacking sensational crises or recording startling discoveries. The Boston Convention was no exception. It was informational for the newcomers into the fields of purchasing, building maintenance and operation, and lunchroom operation. For the experienced old-timers there was much repetition which reassured them that they were on the right track in their financing, building planning, equipment and repair policies.

Frequently repeated in the general sessions and the round-table discussions were details of the innovations in nonteaching personnel administration. There was strong evidence that outside influences and immediate pressures from the nonteaching staffs are causing the school boards, through their business executives, to incorporate in their policies such factors as (1) original employment standards of better education, good physical condition, satisfactory personality, reasonably low age, and a desire for permanent employment; (2) security on the job and opportunity for advancement based on efficiency; (3) social status and respect on the part of the teaching and administrative staffs; (4) reasonable pay and a liberal policy of compensation during illness; (5) a forty-hour week, to be limited to five or five and a half days, with overtime pay; (6) participation in a liberal retirement and pension plan. The necessity of the merit (civil service) plan of employing and promoting nonteaching school personnel as against the spoils system was presented against its historic background by John Steven, of the Los Angeles Civil Service Commission. Asst. Supt. Graham Miller, of

Denver, described the practical Denver plan of rating and fixing the salaries of clerks, engineers, etc. Business Manager George M. Scherer, Montebello, Calif., outlined a plan of salary schedules. A round table, led by Rufus Putnam of Minneapolis, urged that school business executives regain their leadership with nonteaching employees by helping them develop a feeling of job security, an appreciation of satisfactory wages and opportunity of retirement, but most of all a satisfactory social status.

### School Building Planning and Construction

The square classroom design so strongly urged in California where conditions of light and temperature and one-story schoolhouses makes it desirable, came in for a sharp challenge from Prof. Homer Anderson, of Harvard University, who pointed out the need of planning classrooms on the basis of the instructional program, economy, and such essential elements as light and hearing, etc. For multistory buildings which are needed in the north and in most cities, a rectangular room, lighted from one side, and measuring about 23 by 36 feet seems to meet most present needs.

The most common mistakes in the design of school auditoriums, according to Architect John E. Nichols, West Hartford, Conn., arise out of failure to (1) provide adequate wing space, (2) to plan worthless stage anterooms and dressing rooms, (3) to make the stage inaccessible from the school and the outdoors, (4) to skimp in the design of the lobby as a means of easy access to and from the seating area. If the gymnasium and auditorium must be combined as an inavoidable economy, the stage should be a movable platform and such elements as an adequate lobby, dressing rooms, etc., should be provided.

The supposed low cost of single-story school buildings is a delusion according to Charles A. Whitten, Oakland, Calif., whose recent studies show that two-story buildings are very little higher in cost and save playground area, maintenance, etc.

### Research Reports

The reports of the Research Committees, upon which the Association depends more and more for its definite statements of standards in school business administration, reflected in part the difficulties of time and distance under which the members work. The most comprehensive report was made by A. F. Nienhuser, Cleveland, Ohio, for the Committee on Legal Regulations of Purchasing Practice. In a series of tables, Mr. Nienhuser summarized the significant limitations under which 33 states and more than 100 cities operate. R. H. Park, Lincoln, Neb., reported for the committee on Capital Fund Financing, the plans used in 23 states and four Canadian cities for accumulating funds or capital outlays. Asst. Supt. H. E. Akerly,



Francis Ray Scherer

Rochester, N. Y., presented for the further study of the members, a new outline on Uniform Financial Accounting worked out in co-operation with the U. S. Office of Education.

### School Finance

The well-organized statement of Russell J. Flanagan, Hartford, Conn., urging support of federal aid to education, particularly the Thomas Bill, raised some opposition from Texas and California business managers, and other members of the Association. Edmund G. West, of Grosse Pointe, pointed out that Michigan is depending largely on sales taxes for its state support of local school systems. Tom Hounsley, of San Francisco, showed that the property tax which is the chief source of local school income, has sharp limitations which can be overcome only partially by more scientific assessment methods.

Pennsylvania school districts are deriving as much as 20 per cent of their revenues (Philadelphia claims 17 per cent) from tax sources other than property taxes. The country over, said Supt. Wm. C. Briscoe, of Santa Monica, Calif., less than 1 per cent of local school revenues come from such hitherto unexplored but possibly satisfactory sources as local sales taxes, per capita tax, royalties, fees, licenses, etc.

### Growth Shown

The program of the divisional meetings on building operation, plant maintenance, purchasing and supply service, lunchroom operation, provided such an avalanche of information, of cautions, and of new ideas that a half dozen volumes might be written for each Division. It was significant that the representatives of smaller districts, who held separate meetings, expressed the opinion that they learned more from the experts in the general sessions than from the men in their own group.

President A. A. Knoll who prepared the program and was responsible for bringing to the foreground nearly 50 men who had not addressed the Association previously introduced the useful plan of having the secretaries of the several round tables and divisional meetings before the general body so that all might share the information garnered. Henry J. Smith, secretary of the Boston School Committee, and his associates left nothing undone to provide a warm New England welcome for the Association.

### Officers for 1949-1950

The officers elected for the next year are: president, Francis R. Scherer, architect,

(Concluded on page 80)



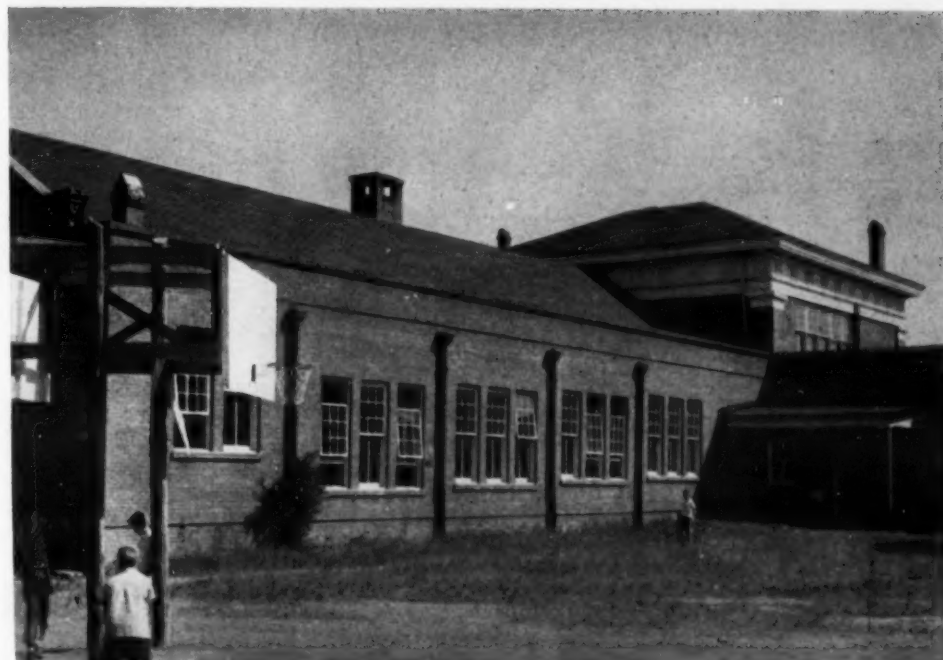
# Major Repairs to Schools

Wilfred J. Gregson<sup>1</sup>

Throughout the land may be found school buildings in urgent need of repairs. Consideration of the various problems that arise in a typical situation should be of help to school superintendents and their school boards. It is generally true that the school districts with the lowest incomes have buildings which present the most serious repair problems. In altogether too many school districts, the new school buildings have been constructed with a minimum of funds so that the dollar has been stretched to, and sometimes beyond, its limit. Because of the lack of sufficient maintenance funds, the years that follow produce rapid deterioration, rot, and decay.

School boards faced with such problems should be especially careful in the selection of an architect who not only has had considerable experience in repair work but one who actually enjoys the challenge that major repair and remodeling presents. Dozens of books have been written about the planning of new school buildings. All architectural students are familiar with the principles and practices of design and construction. Very little has ever been written on major repairs. The effective management of an extensive repair job calls for considerable originality as well as vast knowhow.

It is all too easy to go through the Blandin's Castle experience, where one expert says "Tear it down." This is the easiest answer to a repair problem. It requires no analytical study of the structure. An expert, in such in-



The Woodbury High School, Woodbury, Georgia.  
This innocent picture conceals a multitude of serious troubles. Behind the coping wall the gutters are rotten and leaking; the trusses, rafters and plate are rotten and the walls eight inches out of plumb.

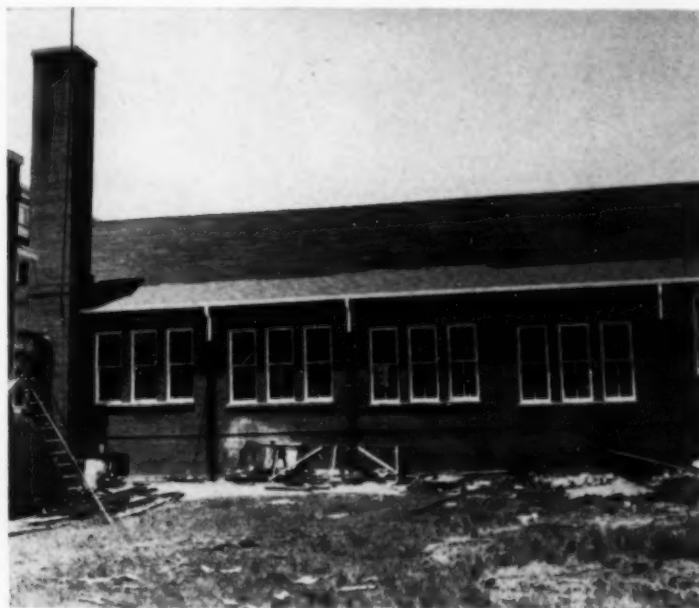
stances, is likely to consider his reputation which is very much at stake. Should anything happen to the structure after a repair job has been done, he is labeled bluntly as criminally negligent.

The point of warning is very definitely in

order. It is easy to condemn a building, but extremely difficult to erase the effects of that condemnation from the consciousness of a community. It raises the problem of how many judgments of experts who say that a building is safe are needed to overcome the effect of



Side of auditorium showing inside gutter and coping wall removed exposing rotten rafters, plate and trusses.



New gutter and downspouts added and roof repaired.

<sup>1</sup>Of the firm of Gregson & Ellis, Architects, Atlanta, Ga.



Close up of rotten rafters and plate.



Close up showing rotten end of the thrust member and fractured tension and bearing member of truss.

one statement of an expert who says it is unsafe.

*Any building, no matter what its condition can be repaired, remodeled, or renovated.* The only question at stake is the *economy* of doing this. If the building can be completely renovated and rejuvenated, at a lower cost than would be incurred by a new building, it is undoubtedly an economy to do so.

In 1948 and 1949, the Meriwether County Board of Education, in Greenville, Ga., had major school building repair problems. Their building in Manchester, Ga., had been closed for years with a "Condemned Structure" sign. The roof is sway-backed; the walls lean out-

With confidence established, the problems at the Woodbury Schoolhouse were then presented. The walls of the auditorium of this building were falling out 8 inches at the top, and plaster was popping off the walls in huge bulges. The roof trusses were rotted at the ends, and the rafters and plate were decayed. The same condition existed in the second-story roof and walls of the school. The stairs from



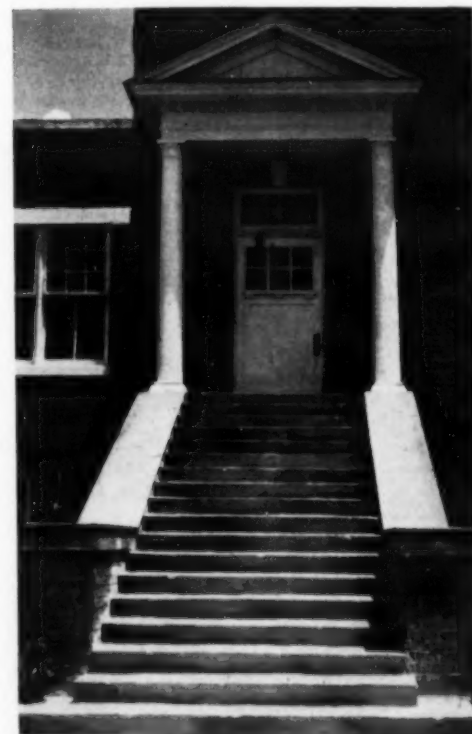
Poorly designed steps showing the fractures resulting therefrom.



Front steps and entrance doors repaired.

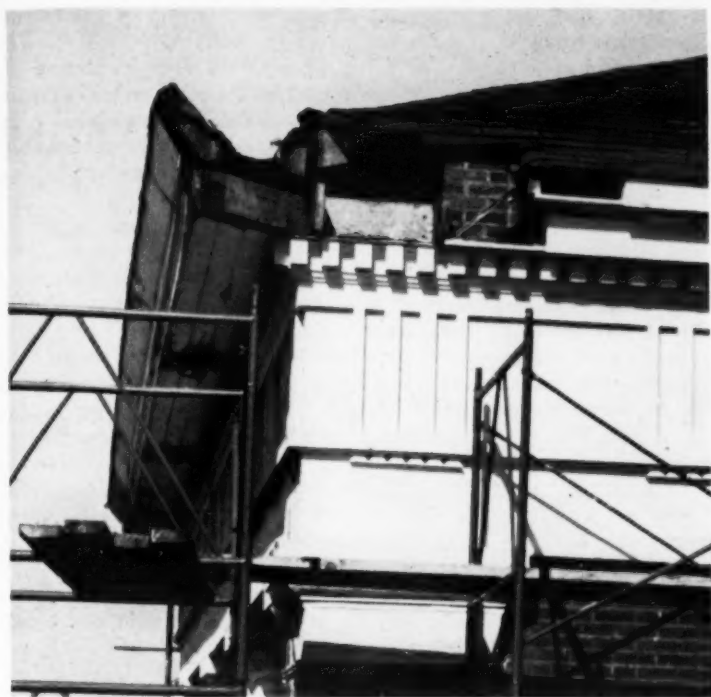
ward at the top; the roof trusses are fractured and distorted, and partial repairs by several half measures have been made.

The writer was asked by the late Col. Hatchett, chairman of the county school board, to look into the problem and pass judgment on this condemned building, before being invited to look at another building which the board actually contemplated repairing. Careful measurements and analyses indicated that the Manchester School could be made safe at not too high cost but, in addition, it could be connected by a fire tower to an adjoining building now in use but inadequately protected against fire.



Front elevation, side steps showing repaired pediment and steps.





The old cornice and the new cornice which replaces it. Note the spots of black rot on the under side of the cornice.



Close up of completed cornice.

the basement cafeteria through to the second story were not fire enclosed, and the hand-rails were loose and rickety. The auditorium floor was rotted in spots; so, too, was the once beautiful and still massive cornice. A great deal of the trouble was caused by "inside gutters," which had sprung many a leak. The designer of the original building had located each of the downspouts from the inside gutters right over the top of the trusses. It is little wonder that the trusses were rotted at the ends; condensation dripping from the downspouts alone would have caused rot.

Further investigation disclosed that the roof

of the auditorium was literally held in place by the shingle nails and subject to imminent collapse with any change of stress. To complicate repair, the trusses trembled at the least movement, requiring a firm but dainty approach.

Outside concrete steps had been broken and were dangerous. The pediment and columns over the steps were falling away from the wall to which they had never been securely fastened.

The roof leaked in several places and had air bulges in others, with improvised flashings responsible for additional leaks. To jump ahead

of this story and note that all this work was accomplished for \$11,059 repair bill will show what possibilities exist. The final cost also indicates that considerable care must be exercised throughout so complex a repair job to hold the cost down.

Step No. 1 was to rule the auditorium out of bounds because of the hazardous nature of the repair, and then to determine that liability insurance be carried by the contractor to protect the school board against damages due to accidents to the workmen or losses caused by collapse of the auditorium.

The steps in the repair work had to be



Rotten cornice, door and broken steps.



Front elevation showing new steps, cornice and door repaired.

scheduled to establish procedures to prevent collapse. For example, the trusses were first clamped to a cable to prevent their rotation or twisting. Then the load was taken off the truss ends by shoring at the first compression member of the truss. (Temporary struts were cut from local forest pines and set up in an "A" form to keep trusses vertical.)

The truss casing was removed to expose rotted areas. The outside coping wall above the roof was pulled down to the roof level. Long steel rods were run under each truss from wall to wall, threaded 12 in. at one end and welded to a plate at the other. These 50 ft. rod bolts were tightened up together, keeping equal tension on all bolts until, little by little, the walls were pulled back some 8 in. into line. The rotten ends of the rafters were sawed off and scabbed with new pieces. The rotten plate was so far gone that it could be scraped off the wall! A new plate was creosoted and bolted in its place.

The truss ends had been made of four 2 by 10's bolted together. All ends were rotten for about 1 ft. For both economy and equalization of stress, the laminated truss was cut at

each lamination in different lengths. Thus, the piece cut from the first 2 by 10 was trimmed to replace the second 2 by 10, which had been cut 2 ft. shorter and so on through the fourth, making it necessary to purchase only one length of 2 by 10 for each truss end.

With these repairs completed, the wedges were removed under the "A struts" and the roof was lowered back onto the new plate, better than ever and good for as many years as the roof is kept from leaking.

Indoors, the bulging wall plaster was removed and after steel brushing and pointing the walls, they were painted with water proof paint, tinted to a pleasant green shade.

The second story part of the school about 60 feet square, was found to be falling out on each of four sides. Steel bolt rods were run both ways from wall to wall and concealed behind the new cornice. The old rotted cornice was removed and replaced with one that was designed on the roof, to fit the stubs left after the rotted rafters had been cut back. The photographs indicate a highly satisfactory design created with the assistance of nature which deter-

mined the amount of overhang by the extent of the rotting of the rafters.

The foregoing is a detailed description of the more romantic type of school repair work, made so by the danger associated with the job. Careful supervision was responsible for completion without damage or injury to workers or building.

Let's examine the results from a purely economic standpoint: Twelve thousand square feet of school auditorium and second floor were made better than new at a fraction of the replacement cost. All old, dismal, and dark interior paint was replaced by modern balanced colors well within the recommended range of high light reflectance. The heavy window trim was replaced with modern trim. The old faults of construction were overcome; the stairs were made safe from fire, as well as from rickety handrails. In short, a new lease of life was granted to an aging structure, at a very moderate cost.

The results achieved indicate that a great deal may be accomplished within a limited budget.

### For Educational and Community Service —

## Foresight in Planning Philadelphia School

Foresight on the part of the architect and the school board can lead to the development of a plan for a school plant which is flexible and which can be changed with the times. The secret by which this flexibility is accomplished is by the adoption of good design and space relationships. Leading the way in demonstrating the technique to be followed is a new elementary school at Sedgwick Street and Williams Avenue in Philadelphia, Pa.

The school building, designed by Howell Lewis Shay architects, has a stock of interesting features. For example, the fundamental classroom plan developed a structural module in which three modules equaled one classroom. The 14 ft. 8 in. module was used throughout the building. It made it possible to eliminate the intermediate beam in the ceilings and to have a single slab from girder to girder. This feature also contributed toward making possible the low construction price for this 1000-pupil capacity school. The cost is 80½ cents per cubic foot. This includes the sidewalk adjacent to the building. The cost of the school, including development of the entire lot, is \$1,250,000.

The general pattern followed in designing the school was to plan for large spaces with maximum flexibility. Elementary schools do not make use of the departmental method. Therefore, it was thought desirable to follow the suggestions of modern educators who believe that larger classrooms make the operation of these all-purpose rooms easier. The normal

classroom size, required by state regulation, is 22 ft. by 30 ft. However, the classrooms in this school are almost twice that size. They are 26 ft. by 44 ft. They have single wall divisions. It will be possible in the future to install new partitions or to tear down the present dividing partitions and achieve larger spaces. Whichever of these alternatives new educational methods will find desirable can be achieved by a minimum of trouble.

Pupils in this new building will enjoy more intensive training than is afforded to other students in old type buildings. There will be two classes for remedial activities. It is expected that the maximum number of students in a class will be two thirds that of the normal class in other schools. It is hoped that the recommendation of the Middle States Association of Colleges and Secondary Schools that classes contain no more than 30 pupils will be carried out.

The seating arrangement in the classes will not be fixed. The rooms will be provided with movable furniture. This will make possible the achievement of maximum adjustment in the activity type instructional needs at various times.

Another idea which has been adopted is to house the lower grades on the first floor and the higher grades on the second floor.

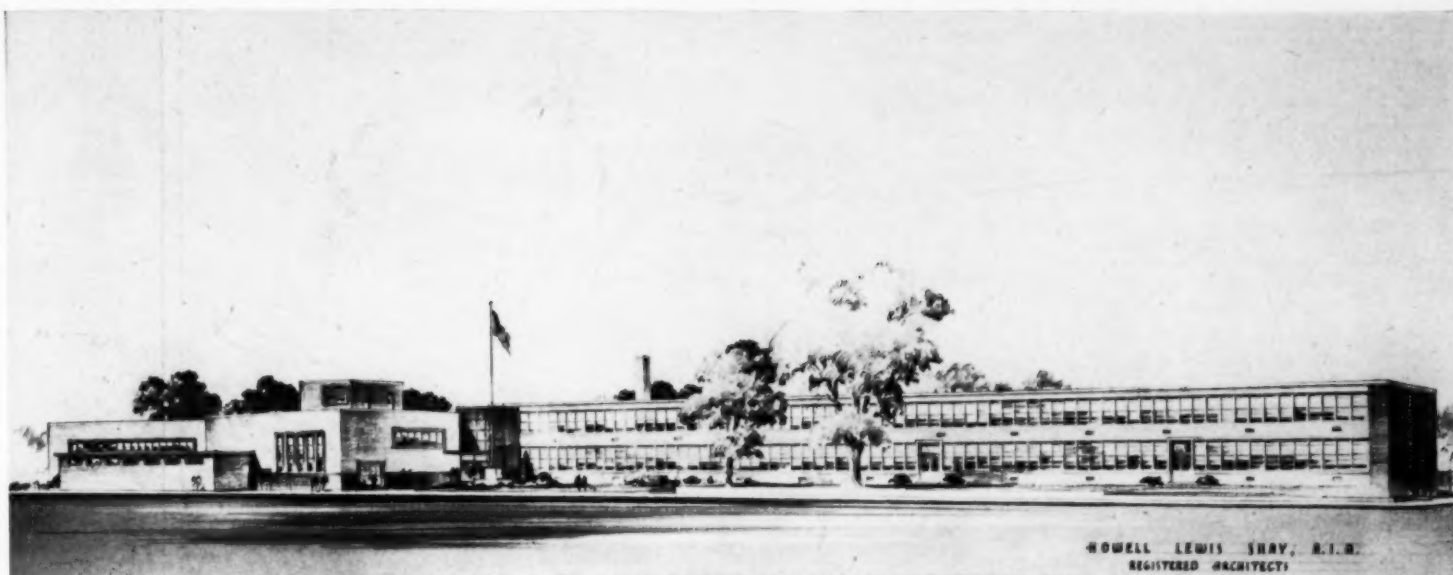
The school will be provided with a regular classroom-size cot room situated between the kindergarten rooms. The cot room will be utilized alternately by both kindergartens. In

an emergency the cot room can be converted into a classroom to help relieve the load from the 29 classrooms in the building. The kindergartens have their own wardrobes and toilets. Also, the kindergartens are provided with a separate entrance, although they are interconnected with the general plan of the school as well. The kindergartens face southward so that the children can enjoy the maximum benefit of the sunshine. The kindergartens also have their own attendant play yard. The reason for zoning the kindergarten area into an integral functional unit is to make certain that the smaller children will not become involved in rough games with the older children.

Clever planning has made it possible for the cafeteria, situated on the ground floor, to serve a dual function. It can be closed off by folding doors to provide for additional classrooms. A visual education room is sectioned off in this way. This design makes for economy since it utilizes a large space which ordinarily is used only a few hours a day.

On the first floor the school has a 50 by 50-ft. playroom and an auditorium with 400-pupil seating capacity. This area is designed so that it can be used for community purposes without encroaching upon the rest of the school organization or using the utilities of the entire school plant. This area also shows the mark of good planning. The design of the auditorium takes into account the desirability of giving all the spectators as direct a view of the stage as possible. An attempt to achieve





Perspective, Elementary School, Sedgwick Street and Williams Avenue, Philadelphia, Pennsylvania.—Howell Lewis Shay, A.I.A., Architects, Philadelphia, Pennsylvania.

this result is the planning of the auditorium walls at an acute angle with the stage. It is possible to make the stage larger and utilize the total area for such activities as graduation exercises. There are folding doors in the back

of the stage platform. When these doors are folded, that part of the playroom which is directly in back of the stage, can function as part of the platform. This is made possible because the playroom is on the same level as the stage.

The administration area is integrated into one area. The attendant teachers' rooms, boys' and girls' examining room, and the offices for the councilor and administration staff are all grouped together. This design makes it possible to control the administrative work better.

The convenience of teachers was taken into account when the school was planned. Strategically located in every classroom wing of every floor are teachers' rooms.

Another feature often overlooked in designing schools is to put the toilets over one another. This makes for the minimum of piping and drainage.

The building has been wired for sound with a public-address system centering from the administration wing. It will be possible to install antennas in the future so that the children will be able to view television shows while they are attending classes.

There are no parapets on the roof. The

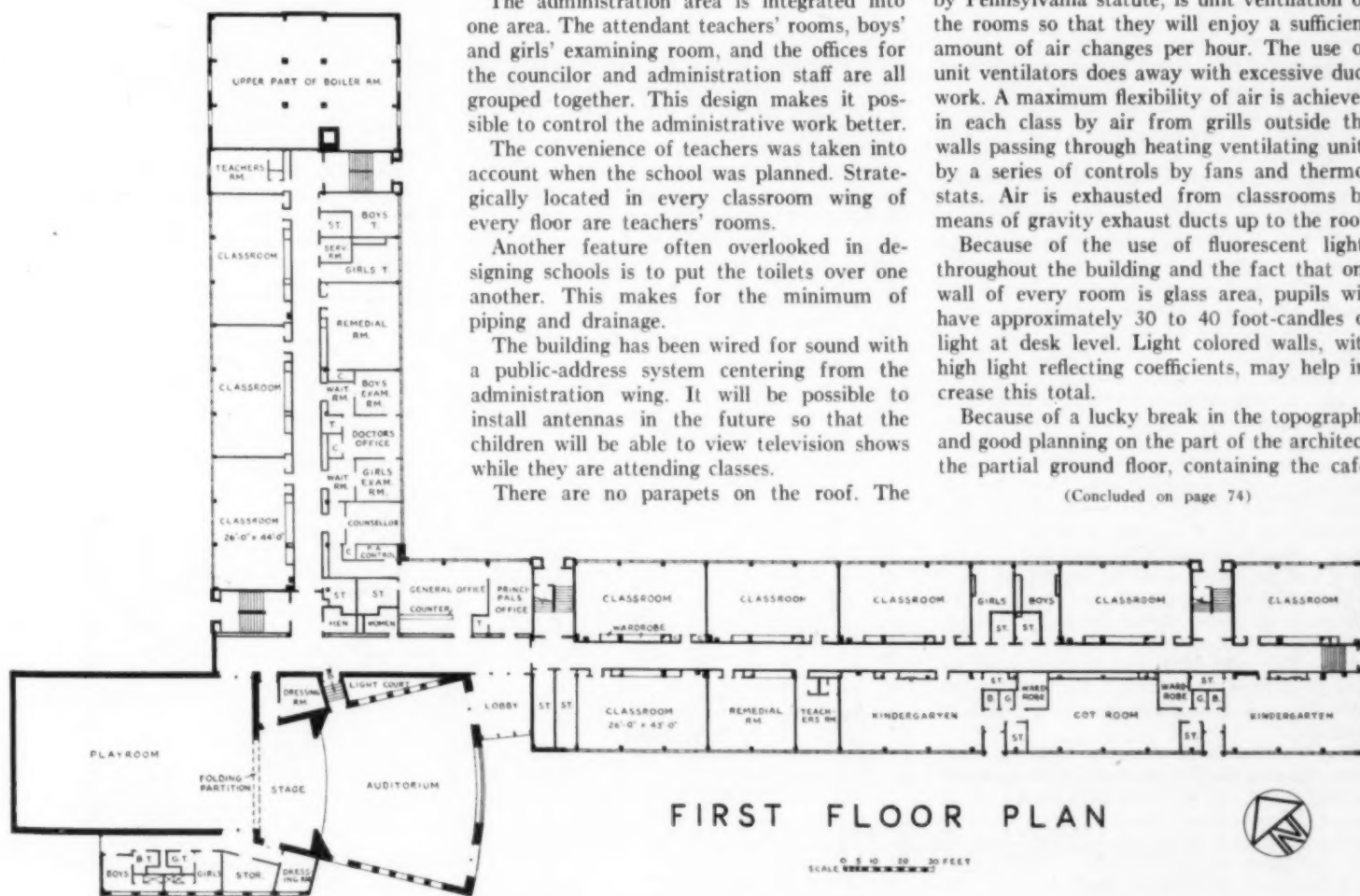
necessity for standing parapets was eliminated in designing the roof slab so that it pitches into the center of the wings.

The children enjoy the latest classroom design features. Every room is equipped with its own wardrobe. A desirable idea, required by Pennsylvania statute, is unit ventilation of the rooms so that they will enjoy a sufficient amount of air changes per hour. The use of unit ventilators does away with excessive duct work. A maximum flexibility of air is achieved in each class by air from grills outside the walls passing through heating ventilating units by a series of controls by fans and thermostats. Air is exhausted from classrooms by means of gravity exhaust ducts up to the roof.

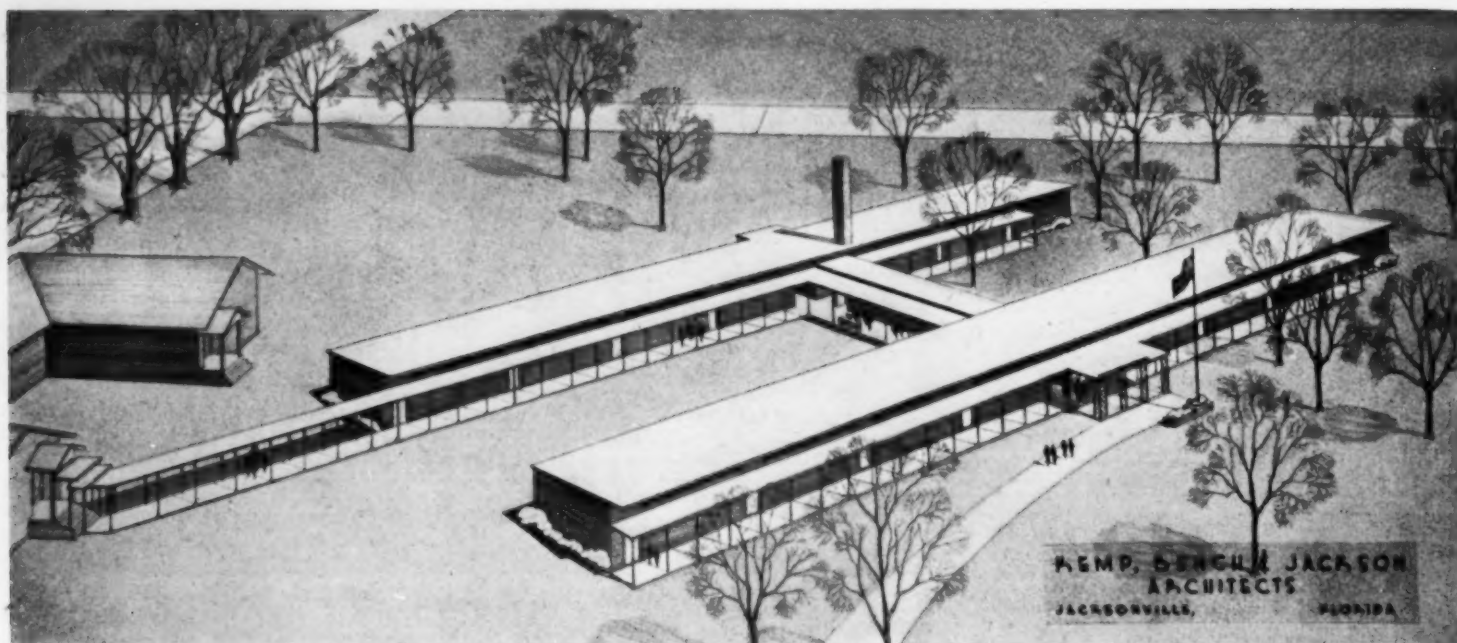
Because of the use of fluorescent lights throughout the building and the fact that one wall of every room is glass area, pupils will have approximately 30 to 40 foot-candles of light at desk level. Light colored walls, with high light reflecting coefficients, may help increase this total.

Because of a lucky break in the topography and good planning on the part of the architect, the partial ground floor, containing the cafe-

(Concluded on page 74)



Elementary School at Sedgwick Street and Williams Avenue, Philadelphia, Pennsylvania.—Howell Lewis Shay, A.I.A., Architects, Philadelphia, Pennsylvania.



Perspective, Bailey Street School, Waycross, Georgia. — Kemp, Bunch & Jackson, Architects, Jacksonville, Florida.

## The Bailey School, Waycross, Georgia

The new Bailey Street School, at Waycross, Ga., has been planned to incorporate ideas which will facilitate the instructional program, provide satisfactory conditions for the comfort, health, and safety of the pupils, and assure economy in construction and maintenance.

In developing the plan, the architects, Messrs. Kemp, Bunch & Jackson, of Jacksonville, Fla., took into account an adjoining school building which can be relied upon for the temporary use of large-group rooms and special services. A covered passageway connects the old and new buildings. The latter will contain 15 classrooms, toilet facilities, an administrative office, storage and boiler rooms, all connected by covered passageways.

The building is being constructed of red brick exterior walls, with concrete block inner walls, a frame shed-type flat roof. The building is set on a concrete slab which extends under all the rooms and passageways. The 20-year roof has a coating of crushed white-stone chips to insure reflection of the sun's glare and to supplement the insulation.

The building is so placed that space will be left near the main street front for a large auditorium-gymnasium to be erected in the future. The plumbing and heating facilities have been handled in such a way that future extensions of the classroom wings will be possible.

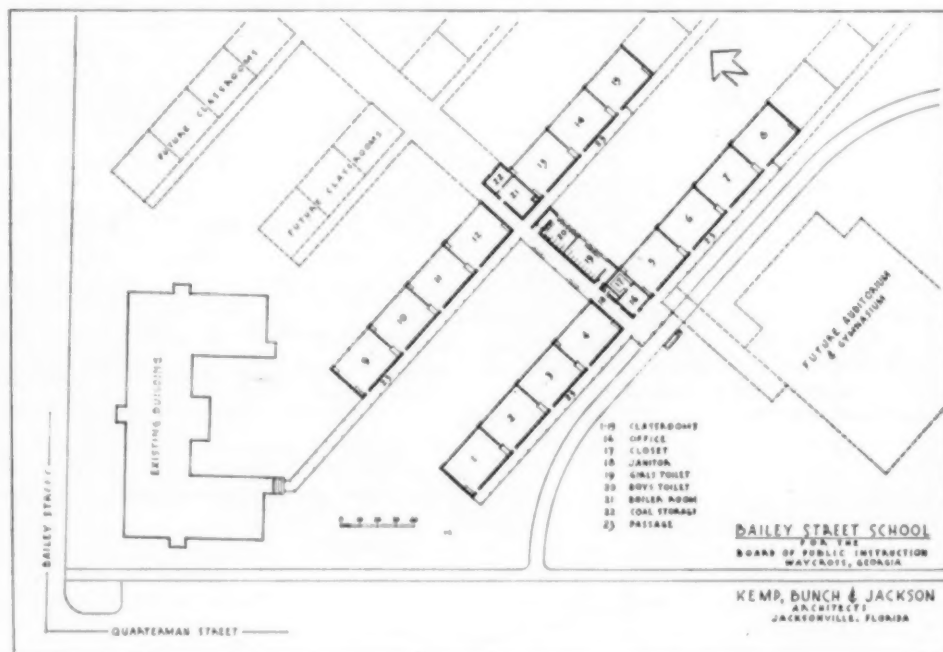
The building is so oriented that all classrooms receive north light and can be operated without direct sunlight entering into the pupil areas during school hours. Strong lighting contrasts between the space near the windows and the inner areas near the corridors are thus avoided. Windows placed high in the south walls and protected by wide, overhung eaves, provide supplementary light, and permit of breeze ventilation during hot weather.

Each classroom has a direct exit to the covered passageway, thus eliminating the necessity of costly corridors and making for brighter, cleaner, and safer rooms.

The interiors will be painted with pastel colors that have a high reflection coefficient. The acoustical materials on the ceilings are to be painted white. The windows are of the steel awning type, allowing for full openings during the hot season. Modern green chalk-

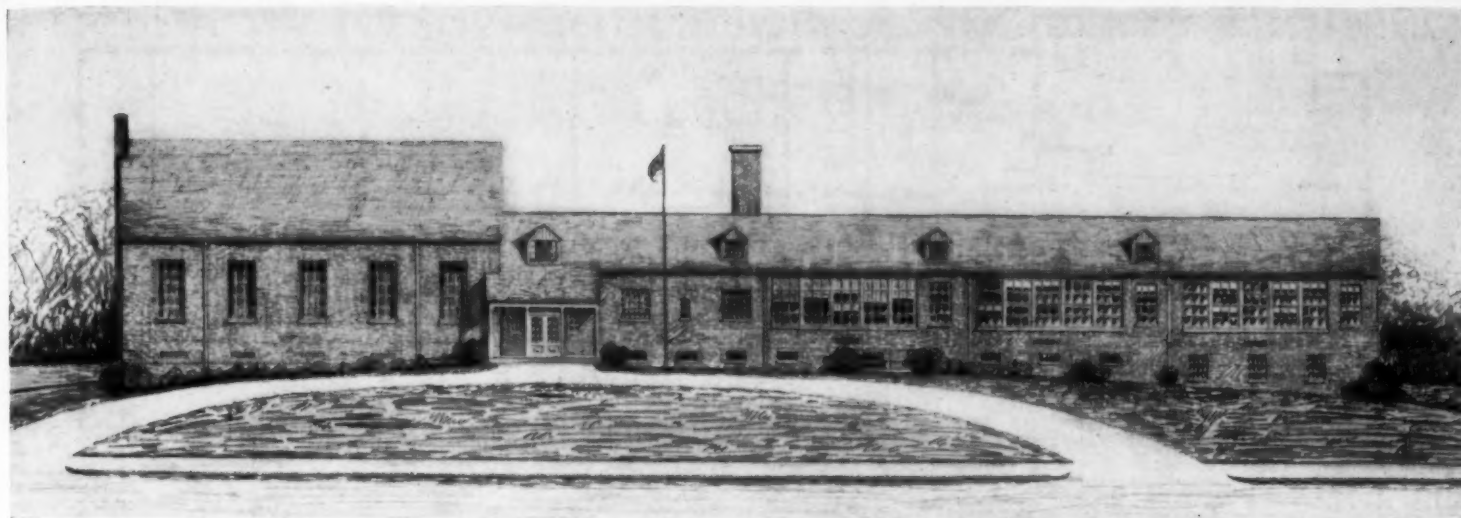
boards and tackboards have been provided. The artificial lighting is of incandescent indirect type and is of sufficient quantity to provide 25 to 30 foot-candles at the working surfaces.

The building will be heated with a hot water system of the circulating type with fin-type wall heating units. The plumbing fixtures are of the heavy-duty type so installed as to give ease of access to the piping.



Plot Plan of the Bailey Street School, Waycross, Georgia. The proposed enlargement of the building and the future auditorium-gymnasium are indicated.





Perspective, Clifford M. Granger School, Agawam, Massachusetts. — Paul Beekman Johnson, Architect, Springfield, Massachusetts.

### Careful Planning Determines —

## School Building Expansion in Agawam, Massachusetts *Stanley W. Wright\**

Agawam, just across the Connecticut River from Springfield, Mass., has long had the reputation of being outstanding for its good schools. It is a small community of about 10,000 population, which has made up in quality what it lacked in size down through the years.

Before the war, it was one of the last communities to build a new school when it erected what is now known as the Benjamin J. Phelps School. It is one of the finest, most modern buildings in western Massachusetts. Representatives of various communities from all over New England have come to visit this

building before proceeding with plans in their particular communities.

Since the war, Agawam has erected another new school, the Clifford M. Granger School. This time, a largely attended town meeting voted unanimously to appropriate the necessary funds, to award the contract, and to proceed with the building. Incidentally, the school officials were elated when the bids were opened, for there was keen competition among ten or twelve contractors, and the lowest bid was a little over \$310,000 for the construction of a 456,000 cubic foot building; giving us a cubage cost of about 68 cents. We had figured on 80 cents per cube as the very best we could expect.

Knowing that a unanimous vote to erect a building in these times must have represented favorable development of public opinion, we have been asked to summarize the work which went into the planning and molding of citizen attitudes.

### Residential and Farming Community

Agawam is largely a residential and farming community which has grown steadily from a 1925 population of 6000 people to a present population of approximately 10,000.

Year	Population
1925	6,200
1930	7,095
1935	7,206
1940	7,842

\*Superintendent of Schools, Agawam, Mass.



Lower Floor, Clifford M. Granger School, Agawam, Massachusetts. — Paul Beekman Johnson, Architect, Springfield, Massachusetts.



Upper Floor, Clifford M. Granger School, Agawam, Massachusetts. — Paul Beekman Johnson, Architect, Springfield, Massachusetts.

1945	8,425
1948	9,000
1950	estimated — 10,000

There are no large businesses in the community; most of the trade going to Springfield, which is two miles from Agawam. In wealth, the town ranked sixty-seventh among ninety towns in the Commonwealth with populations greater than 5000; or, in other words, it is considered a "poor" town in valuation per pupil. The town has four elementary schools and a combination junior and senior high school.

#### A Growing Community

Like so many other small communities in the United States, the town has experienced "growing pains" in recent years, due both to the immigration of new families and to the greatly increased number of births. The increase in resident births is comparable to statistics for the country at large; the birth rate for the community having practically doubled in the past eight years. It is also significant that the marriage rate has greatly increased, with the largest number of marriages recorded for 1947, at a time when infant mortality was at its lowest ebb. All these figures were significant in our consideration of school plant developments in Agawam.

TABLE OF ENROLLMENTS 1946-1949

School	1946	1947	1948	1949
Clifford M. Granger	91	95	116	132
Springfield Street	171	202	226	218
Katherine G. Danahy	163	202	218	235
Benjamin J. Phelps	306	346	395	460
Junior-Senior High	621	623	635	655
Totals	1352	1468	1590	1700

If an acceptable plan of expansion and improvement of school plant facilities needed for children is to be developed, then some reliable estimate on the trends in enrollment must be made. This was done, and the general location of children within the community was determined, including all preschool children in yearly groups. Maps were plotted showing the location of all residences built in the community from 1940 to the present. Graphs and tables were constructed to indicate the various trends.

#### Developing Public Opinion

Three years ago, when the writer first came to Agawam, the need for expansion was apparent. The school committee and the superintendent worked tirelessly on the program. The town meeting appointed a school site committee which had school committee representation, but, a year later, turned down the recommendations made by the committee. There was no doubt that sentiment entered into the decision of the voters. It was apparent that the public had not been sufficiently educated to the proposal.

The school site committee and the school committee went to work on the problem with renewed vigor. At this point, the authorities urged that a new recommendation be brought to the town meeting calling for a school survey committee to be appointed, without school committee or building committee representation, and to authorize this survey committee to employ an expert to make a study and to evaluate the needs of school plant facilities. The fact that the committee was entirely divorced from the schools and its problems paid dividends in the long run. This survey committee was made up of citizens none of whom held elective office in the community. The committee was appointed, sought the advice of the superintendent, and eventually secured the services of Dr. William K. Wilson of the State Department of Education, Albany, N. Y.

#### Values of a School Building Survey

Recently the superintendent was asked by a schoolman, "What was the value of your school building survey? Did they tell you anything that you did not know about your schools?" The answer to the question couldn't be quite that direct. No, they didn't tell us anything that was particularly new or on which we didn't have information. However, the recommendations of the expert and the survey committee started someone else talking about the need of new plant facilities. Someone who wasn't the superintendent or a school committeeman. The superintendent and the survey report furnished the facts and figures,

the people did the talking to our PTA groups and to our civic organizations. Our people went to bat for a new school and an addition to a second school, as a vital need of the community.

We cannot pass over this point without emphasizing that it is important to keep the public informed of plans, problems, and decisions in order to bring about the public interest and assistance necessary in the development of an expansion program. We all need new buildings and equipment for our ever increasing enrollments, and to replace obsolete physical plants. Some people will say that this is not the time to build, that costs are too high; but for many, the time is never right to do the thing in which they are not vitally interested. Each day in the year, we must convince these people that the schools are their own and that they must decide what they shall be. The real test of whether or not we can afford good school facilities, an effective program, and good teachers lies in how well they are convinced; how well they understand the importance; how badly they are wanted; and how much they are willing to sacrifice to fill their wants.

Tomorrow morning your children and mine will leave for school. What they get in the way of an education; what they have for books, for supplies, and what they have in the way of helpful facilities is not only the school officials' business. It is every citizen's business to see that his child gets what is coming to him. We, as school people, must make it everybody's business.

#### Clifford M. Granger School

The school building now being completed replaces the old Feeding Hills School, originally erected in 1874 and added to 20 years later. The new building is in step with the advancement of educational objectives and teaching methods of recent years. It is designed primarily for the children and, secondarily, to serve as a community service center. We have grouped for easy access the units most commonly used for community purposes, and

(Concluded on page 74)



# The New Jersey Education Association Pioneers in Board-Teacher Relations

*Thomas E. Robinson<sup>1</sup>*

Four years have passed since the New Jersey Education Association employed field representatives to assist local associations in their efforts to reach agreements with district boards of education. At first, one staff man devoted part of his time to field problems. Two years ago, calls for aid became so frequent and insistent that two trained men were employed with instructions to spend full time in the field.

## General Purpose of the Program

In broad outline, the Association field program has tried to increase teachers' salaries. Its concomitant objectives were the development of local teacher leaders, and the maintenance or improvement of harmonious relations among board, community, and teachers. It has established one test of effectiveness: win or lose, can the field men return to the community next year and be met with friendly feelings by board and community, as well as by the teachers? A one-shot program, even if it fully attains temporary objectives, will ultimately injure the interests of the teachers and the prestige of the Association if the field men are forever barred from active participation in local educational matters.

Parenthetically, it should be noted that the Association, while its field men worked to improve local salary schedules, has made Herculean efforts to increase the minimum salary required by law. In 1947, the legislature passed an \$1,800 minimum salary law. In 1948, the minimum salary rose to \$2,000. The objective for 1949 is \$2,500.

## Other Services Offered

But the Association offers other preparatory services also. At the beginning of the past school year it held, for all local association leaders, an all-day conference (on Saturday), at which time experts showed them the techniques of analyzing municipal and school budgets, and made them familiar with legislative restrictions on budgets. In the spring, a two-day conference (Friday evening and Saturday) is annually held, with discussions centered around a variety of topics such as salary schedules, sick leaves, public relations, sabbatical leaves, and extra pay for extra services. The Association is considering plans for county-wide workshops on Saturdays. The time spent in organizing such shops, the field men say, will be a worth-while investment. Out of them will come better-trained local leaders, able to progress with less time-consuming, individual assistance from the field men.

Distilled from the experience of the field men are seven principles recommended as guides to an effective field program. Not all of these principles have been practiced in every case in which the Association has participated. A few cases will always involve circumstances that make deviations necessary. In general,

however, careful adherence to these principles will lubricate the operation of the field program.

## Requests for Help

Requests for help should come from the teachers' association. Of course, in welfare cases involving tenure, dismissal, or status, the Association answers requests of individuals for assistance. But to secure the help of the field men in solving salary needs of large groups of people, the Association representing the local teachers should go on record favoring the call for help.

## Teachers Should Unite

Teachers requesting help should present a united front. In several instances the field men walked into situations in which the teachers themselves were hopelessly divided. Although the state association has frequently, because of the crucial nature of the situation, entered cases where the teachers were unable to present a united front, it agrees to participate fully cognizant that its initial task will be the elimination of personality and directional conflicts among the teachers themselves.

## Superintendent Should Not Be By-passed

Never does a field man enter a situation without first reporting to the local administrator. Even in cases where superintendents are bitterly opposed to Association intervention, courtesy demands that a superintendent be informed and that he become acquainted with the representative of the Association. In practically all cases, the interview is friendly and the representative leaves with a clearer picture of difficulties, possibilities, and history.

## Maintenance of Avenues of Communication

The maintenance of avenues of communication should be the major objective. So long as board and teachers are able to confer, there is no real need for Association help, except in a consultative capacity. But when conferences have broken down or have been refused, Association representatives can perform a valuable service.

## No Set Plan of Settlement

The Association tries at the outset not to advocate any set plan of settlement. When the field service was first established, it was not

The American schoolroom is one of the finest expressions of our democratic way of life. The application of our democratic ideals to the field of education has long since become something more than a noble experiment. It is regarded as an essential element in a society in which sovereignty resides in the people and in which they are called upon to make their choices in the light of intelligent understanding. — James P. Adams.

uncommon for the Association to say to local teacher petitioners, "What is it you want?" Without too close scrutiny of the reasonableness of the teachers' request, the Association felt bound to assist the teachers in the struggle to achieve their objective.

Association success in the field program, it now appears, will be evidenced not so much by the successful adoption of teacher association salary plans in toto as by the progressive improvement of salary status over a period of years. Field men should be free, in teacher-board negotiations, to develop possible potential solutions that have a chance of earning the approval of deadlocked conferences.

Rarely should the field representative be the "front man" of a local campaign. A consultant, yes. An adviser, yes. Even a participant. But except in very rare instances, the teacher leaders should be in the forefront, making statements, presenting plans, and explaining viewpoints.

## Give Community Credit

In some specific cases, the Association should not claim even justified credit for its successes in the field program. Every solution to a salary problem has to have the official approval of a board of education. More can be lost than gained if the Association is given all the credit.

Is the field program a success? The New Jersey Education Association feels that it is. Boards of education are growing to understand the service better. In most cases, the field representatives have left the community enjoying the respect and friendship of board members, who have told them that they would be welcome to return at anytime. Several perspicacious members have expressed appreciation for the fact that the Association has designed a professional approach to fill a vacuum which by nature could not long remain a vacuum. Especially are local administrators becoming steadily more conscious of the undoubted truth that the Association field program constitutes a strong ace ready at all times to support wholesome and necessary salary adjustments.

In one year alone, the two field men answered calls on salary problems from more than two hundred communities. Numerous letters from local associations attest the value of the services rendered. In those two hundred communities salaries were increased more than \$3,000,000 during the year in which the field men aided the association.

Last year New Jersey adopted a new constitution, one of whose provisions is as follows:

"Persons in public employment have the right to organize, present to and make known to the state, or any of its political subdivisions or agencies, their grievances and proposals through representatives of their own choosing."

That is what the New Jersey Education Association has been encouraging the local teacher groups to do through its field service. Now its efforts have constitutional status.

<sup>1</sup>Superintendent of Schools, Mercer County, Trenton, N. J.

## *The American* **School Board Journal**

A Monthly Periodical of School Administration

William C. Bruce, *Editor*

### BETTER TEACHERS

THE opposition of organized teachers in New York State to the legal plan of rating teachers as an element in their promotion and higher pay, and similar opposition in other states to rating plans used by school boards in cities and rural areas, has aroused a curious reaction among school administrators and research departments. The violent condemnation of rating and rating plans has awakened considerable interest in determining basic principles and in finding new techniques for evaluating the personality of teachers and for passing sound judgment on the effectiveness of their instructional work. The search is refining statements of underlying plans and purposes and of making their application unassailable by even the least professional-minded group.

The negative approach of the majority of organized campaigns of the past decades for increased salaries and for security have not always produced the public sympathy which the leaders have hoped for. The legal compulsions imposed on local school boards and taxing bodies have given cause for the statement, as Professor Lafferty puts it, that "nobody feels sorry for school teachers." This feeling on the part of school boards and a goodly section of the public is evidencing itself in a demand for distinctly greater efficiency on the part of teaching staffs.

It is entirely true that the increases in salary have not been adequate and that further increases must be made. Considering the social and civic values and the total effects of teaching on our national and community life, the differential between teachers' salaries and wages in the mechanical and service occupations are far too narrow. A recent study of the income of lawyers gives convincing evidence of the further attention which school boards must give to better compensation for their staffs. The present shortage of candidates in training is affected by anticipated low pay and is alarming when the growing enrollment in all schools is remembered.

We are convinced that teacher rating is a permanent phase of the effort for improving the efficiency of teaching staffs. Research will provide better, surer ways of finding the causes of personality difficulties

and of raising the dependability of appraisals of the teacher's total efficiency. With this in mind it would seem professionally desirable for teacher groups themselves to work actively to find means for rewarding their efficient co-workers and for weeding out the failures and those who are hardly more than passably acceptable. In the long run they will all benefit because the children will be the beneficiaries.

### SCHOOL RESPECT FOR THE HOME

AN EDUCATIONAL editor writes that "the home is the first school." This fact is so commonplace that it is difficult to understand why schools so rarely respect the home as an educator; why professional educators are so constantly denying the primary parental right and responsibility for the all-round raising of children; why teachers do not compel parents to do their jobs by constantly keeping in touch with fathers and mothers and insisting that they carry forward in the day-by-day mental and social—and spiritual—development of their boys and girls.

We think that it is not unreasonable to ask that teachers get closely acquainted with the parents of the children in their home-room groups. It will do every teacher good to take a walk through the area which the school serves and to observe the social and economic situation which prevails. The teacher who knows what dangers and temptations the street corners and alleys, the amusement places, and the hangouts present to children, will be enabled to judge much better the spirit of her class and the character of the children. If she adds to this a visit to each of the homes of the youngsters and takes an hour to discuss with the parents their job as parents, much good will inevitably follow. This is especially true if each visit has a specific objective and is made in the spirit of seeking mutual confidence and helpfulness. We know of no way of developing better public relations for the school or a deep appreciation of her social responsibility on the part of the teacher.

### DR. RYAN PASSES

THE death of Dr. George J. Ryan, president of the New York City board of education from 1922 to 1936, marks the passing of a citizen who did much for the public schools of his native city. Originally a Tammany appointee, his work on the board was entirely centered in the idea that the children who attend the schools should receive the best possible instruction and should be provided with the best possible physical surroundings.

During Dr. Ryan's long term of office more than 300 school buildings and additions to schools were built and put into operation for the first time.

During his service it was well known that he was a staunch supporter of the professional executives of the schools but, at the same time, that he would never accept a recommendation unless he understood and approved it. He was one of the early school board executives who insisted that the superintendent should have initiative in all professional matters, but that the board of education should in all circumstances pass upon these recommendations and approve or disapprove all policy matters.

The success of American city school systems is dependent in a manner as yet unmeasured on citizens like Dr. Ryan, who gave without stint of their time, ability, and experience.

### QUIET SCHOOL-BOARD ELECTIONS

IN CONTRADISTINCTION to school elections carried on with spirit and fight, some communities hold elections in which no interest is manifested. Thus, an editor of a midwestern city complains that, at a recent school-board election, only one out of every six voters recorded his choice.

The question which the editor asks is whether interest in public education is waning, or whether the public is satisfied that the schools are in safe hands. The real answer probably must be found in the fact that the school system in question is reasonably well conducted and that no change in the administrative policy is desirable.

As a rule, apathy in school elections is not a wholesome situation. Such apathy may be the symptom of a citizenship which has become disregarding of its duties and responsibilities as such. Popular education must be fostered as a first duty of citizenship and the best men and women of the community must be chosen to administer the schools.

### NOT THE ARCHITECT'S JOB

THE proposal of a committee of the American Institute of Architects that the over-all study of school building problems, including long-range construction programs, the strategy of multi-building enterprises, and the programming of physical facilities is the professional function of architects, aroused unfavorable comment on the part of the recent meeting of the National Council on Schoolhouse Construction. Statements from the floor indicated that the Council members believe that school-



## Word From Washington

# Citizen Support of Education

Elaine Exton

plant surveys must be conducted by competent educators and school administrators under the immediate direction and full control of the local school boards and their chief executives. Such studies must take into account the complete community situation and must be directed to achieve the educational, social, and municipal development objectives which the school authorities have set up. They must seek to determine population changes, the economic status, and the probable cultural changes which may be anticipated. Outstanding characteristics of any survey and of the school-plant program based on the findings must be sound planning principles, objectivity, and complete impartiality.

By direct statement and by implication, the discussion expressed the opinion that architects are not competent professionally to give adequate educational planning service. It is inevitable that their studies will be slanted to find the construction of additions and new buildings necessary. The universally accepted percentage plan under which they are compensated makes recommendations for new construction inevitable.

The Council finally decided to appoint a liaison committee to discuss the entire problem with the Institute Committee and to work out a common understanding of the respective functions of school building experts and of architects. It is to be hoped that the Council committee will accept the challenge of the Institute, namely that there is no accepted plan of selecting and compensating school-plant experts and will recommend especially a method of fixing fees for surveys and long-range planning. Such fees should be entirely independent of possible building planning fees so that both the educational experts and the architects may give unbiased advice.

### REAL ESTATE TAXES

It is no accident that our traditional method of raising money for educational use has been by taxing real estate. Real estate is parochial and we live where we own land. The American schools have always been close to home and the people in the vicinity have always assumed the responsibility for them. "Let George do it" is not good American doctrine. Our political system has been successful because we have never abdicated the right to govern ourselves. If we cherish that right, we must be careful not to establish a scheme whereby our schools are financed to a major degree by some central authority, be it state or federal. If the time should ever come when the major portion of our educational funds will come either from Albany or Washington, then you may expect that a few men remote from your community will have something to say about your educational program — *Julius Weiss*, member of board of education, New Rochelle, N. Y.

American education faces its most critical year in 1949-50, in the opinion of the United States Commissioner of Education, Dr. Earl James McGrath, who reports that the teacher shortage in the elementary schools continues to be a serious problem. Thousands of children across the nation will attend makeshift classrooms in the months ahead, and the education of many boys and girls will be short-changed because of overcrowding and half-day sessions to accommodate the largest enrollments in educational history.

Large numbers of children born during the high birth-rate years of World War II will swell kindergarten and first-grade attendance again this year. Dr. McGrath asserts, explaining that elementary enrollments will rise a million a year for several years and that nearly a quarter million elementary school teachers will be needed during this period just to teach the additional numbers of children born during the war. To house the war-baby pupils, and to replace classrooms which became obsolete or ineffective during the war and postwar years, he estimates will require approximately half a million new classrooms and related facilities.

### Public Interest Important to Educational Progress

Continued public interest is essential to educational progress. Under prevailing circumstances the responsibility of school administrators for informing the public about the needs of the schools and for increasing citizen awareness and understanding of school problems assumes new importance. American Education Week, November 6-12, is a propitious time to strengthen existing links between school and community and take steps to further implement them. Then open houses across the nation bring millions of people to the schools to view classroom work and additional millions are reached through community forums on school activities or special radio programs and newspaper features.

Three co-ordinating groups at the national level have initiated drives to inform local citizens about public school conditions and win their support for needed school improvements, namely, the Citizens Federal Committee on Education, the Advertising Council, Inc., and the National Citizens Commission for the Public Schools. The following summary presents some of their activities. School officials will want to keep in touch with these campaigns so they can make the most of them in terms of their own school situations.

### The Work of the Citizens Federal Committee

The Federal Security Administrator established a Citizens Federal Committee on Education in February, 1946, to represent the layman's point of view regarding American Education and to advise the U. S. Commissioner of Education on policies and

programs to be carried on by the U. S. Office of Education.

At that time the Federal Security Administrator invited the presidents of more than a score of national agencies interested in the improvement of public and nonpublic education in the United States to designate delegates to this committee. Dr. Kathryn McHale, the general director of the American Association of University Women, is currently serving as chairman of this body whose personnel includes representatives of agriculture (4), business and industry (3), labor (4), Negro organizations (3), religious (3), veterans (3), and other groups in the nation at large (13). A third of the membership is appointed annually for a three-year term of service.

Major educational problems are considered by the Committee at its semiannual meetings and a decision reached as to which ones to emphasize. This fall, for example, the Citizens Federal Committee will present a report to the nation on the school building crisis. The distribution of their publications to affiliates of their member agencies helps alert local citizens to urgent school needs.

### How the Advertising Council Co-operates

In 1947, the Citizens Federal Committee on Education and the U. S. Office of Education sought the help of the Advertising Council (25 West 45th St., New York 19, N. Y.) in arousing the American people to the growing crisis affecting public education and in making the significance of the school teacher's contribution to the nation's welfare more widely known and appreciated.

Through the services of the Advertising Council—a private, nonprofit organization supported and operated by American business to utilize advertising in the solution of national problems—many business firms, radio broadcasters, magazine and newspaper editors have generously co-operated in a remarkable information service to the citizens of America. More than a thousand national network programs, car cards in over 400 cities, several hundred magazine and over ten thousand newspaper advertisements as well as over a million book jackets have carried messages urging citizen participation in improving the schools of their communities.

It has been estimated that by radio alone an equivalent of 13 "messages" on this theme have been delivered in the past year and a half. The Advertising Council states that several million dollars worth of advertising space and radio time has been contributed by business groups in behalf of this "better education" campaign whose objectives are: (1) maintenance of improvements achieved in the nation's schools since the ending of the war; (2) correction of substandard conditions still existing in many parts of the country; (3) community preparation now to meet threatened crisis conditions over the next ten

years due to sharply rising trends in population growth.

During September advertisers and media representatives were asked to renew their support of this campaign now in its third year. "Too many children and too few classrooms in many communities today add up to a situation that can't help but result in below-par education for Willie and Susie Doe unless their parents do something about it now" is the keynote for this fall's effort. "Better Schools Make Better Communities" is the slogan for all media.

This year's plans call for newspaper advertising, heavy radio support, outdoor posters, and magazine advertising. A series of newspaper advertisements for local sponsorship is being offered. Free mats are being sent to dailies and weeklies throughout the country. Through the co-operation of the Outdoor Advertising Industry some 3000 outdoor posters are now on display across the nation bearing the announcement: "Our Schools Are What We Make Them. Good Citizens Everywhere Are Helping!"

A recent week's schedule of public-service messages on radio programs, arranged by the Advertising Council, showed that "Better Schools" messages were announced on 80 radio programs broadcast over the ABC, CBS, NBC, and MBS networks. In addition, during the same week 35 national advertisers were asked to carry a "Better Schools" message on their programs broadcast over 670 stations.

#### Activities of National Citizens Commission

In preparing the current "Better Schools" program the Advertising Council has worked closely with the National Citizens Commission for the Public Schools which is headed by one of its directors, Roy E. Larsen, president of Time, Inc. Other members of this commission, launched last May, include: John A. Stevenson of the Penn Mutual Life Insurance Company, treasurer; Leo Perlis, of the National CIO Community Services Committee, secretary; Mrs. Bruce Gould, editor of the *Ladies Home Journal*; Lester B. Granger, executive director of the National Urban League; James G. K. McClure, president of Farmers' Federation, Inc.; Beardsley Ruml, chairman of the board of R. H. Macy & Company.

It is expected that the nucleus membership of 28 persons drawn largely from the fields of business, labor, law, and publishing will be augmented to include sixty persons from many sections of the nation and of varying points of view and experience who are not professionally identified with education, religion, or politics.

"Regardless of the amount of federal or state aid granted, citizens in every community must shoulder the responsibility for their public schools and must provide the thought and energy to insure that the public schools do their job." In these words Chairman Larsen sums up the philosophy motivating the Commission's activities.

To encourage broad public interest in the public schools the Commission, as it gathers sufficient information and knowledge, will act as a clearinghouse "to enable one group of laymen working for better public schools to benefit from the experience of others." In furtherance of this aim the Commission plans to cite outstanding local groups that have made exceptional progress in improving public



Mr. Wayne Bruton, superintendent of the Montrose County, Colorado, school system must supervise the schools in one of the most difficult mountainous areas of the West. To reach the Nucla, Colorado, high school from the county seat, Montrose, he uses a plane which flies west 42 miles over the Uncompahgre Plateau. The automobile road and the narrow gauge railroad run over the Dallas Divide, a distance of 95 miles, down to the vast uranium deposit area of Southwestern Colorado.

Left to right: Jack Bethel, pilot; Superintendent Wayne Bruton; Dr. O. L. Troxel, director of field relations, Colorado State College of Education, Greeley.

schools. Later outstanding achievements of good public schools may be chosen for public citation.

Financial support from the Carnegie Corporation and the General Education Board will make it possible for the Commission to undertake a series of studies dealing with key problems confronting public education so as to be able to disseminate information on sound and progressive developments in primary and secondary education throughout the country.

The Commission's staff will include a full-time educational consultant, assisted by an advisory board of educators. Henry Toy, Jr., duPont Company executive and founder of the Council for Delaware Education, has been appointed executive director. Headquarters have been established at 2 West 45th Street, New York 19, N. Y.

#### New Film Portrays the Fight for Better Schools

In keeping with the Citizens Commission's goal of stimulating public participation in school affairs, the March of Time has prepared a film entitled "The Fight for Better Schools" which dramatically reveals how citizen action in Arkansas, Delaware, Long Island, and Arlington, Va. brought about vital school improvements.

The Arlington sequence high-lights how citizen interest helped secure passage of new legislation in the State Capitol, led to the election of a new school board, obtained passage of a bond issue for new school buildings, and paid off in a revitalized school program. The Arkansas scenes picture how under the leadership of Governor Sid McMath and A. B. Bonds, Jr., the State Commissioner of Education, a caravan, or educational exhibit

on wheels was organized and traveled across the state to show local communities the best in school equipment so that the people at the grass roots could see how much better educational opportunities their children would have if they gave their schools adequate support.

#### The Role of Business Education Day

The Committee on Education of the U. S. Chamber of Commerce (1615 H St. N.W., Washington 6, D. C.) is promoting the organization of local "Business Education (B-E) Days" and has issued an illustrated booklet based on experiences in Michigan that describes how to conduct such an activity in detail (Price, 15 cents each). The program encompasses (1) releasing the teachers of a particular locality from school for an entire day to participate in planned visits to business and industrial firms and conferences with top executives; (2) "return visits" of businessmen to local schools, with school board members, school administrators, and teachers serving as "guides" and "hosts."

Ralph Bradford, the Chamber's executive vice-president, believes a well-arranged B-E Day will serve the following purposes: (1) strengthen the program of work of the local chamber of commerce and its education committee; (2) give teachers firsthand experience in the productive, distributive, and service agencies of their community; (3) help teachers and businessmen to understand each other's contributions to the community's progress; (4) equip teachers to give students counsel and guidance based on actual needs and opportunities in the community; (5) enhance appreciation and expansion of our American economic system and our American system of education.





## Some Pitfalls and Principles of School Board Education

At the first annual meeting of the Michigan Association of School Boards, held in East Lansing several weeks ago, the executive secretary of the National School Boards Association shared a portion of the banquet program with the State Superintendent of Public Instruction, Dr. Lee M. Thurston.

In his remarks, Dr. Thurston admonished the new State Association of School Board Members to avoid certain dangers that he foresaw might lurk in its path. He outlined seven of these pitfalls which are set forth below, with certain brief comment. They are worthy of consideration by all school board associations.

1. *Keep away from a pressure program.* The primary function of a school board association is service to its members which will enable them better to perform their duties. On the other hand, school boards should be vitally concerned that new educational legislation shall be sound and constructive and, after careful study, should take their stand for or against particular bills on that basis. They can never become a conflicting "pressure group" in the usual sense of that term because they represent no narrow or special interest of some limited segment of the population. Rather they are representatives of all the people and should be motivated by only one concern—to secure the best possible public education for children, youth, and adults on the most effective and efficient basis.

2. *Keep away from professional functions.* It should be clearly recognized that school boards and their associations are policy-making groups. The actual conduct of the schools and all matters of professional procedure are the responsibility of school administrators and their staffs. The superintendent of schools acts as the executive officer of his board to carry out agreed upon policies and to report and make recommendations to the board at its meetings. This matter of effective working relationships between school boards and superintendents of schools is vital to the welfare of education in any community. It is not always successfully accomplished, but the goal should be clear and the division of responsibility maintained to the fullest possible extent. On the state level, the school board association has its own distinct functions which should dovetail with but not infringe upon the functions of professional organizations.

3. *Keep out of positions of rivalry with other groups.* This is good advice for every organization, and especially for all those interested in the common cause of public education. It has been found by experience that the most useful school board associations

are those which are organically independent but which function co-operatively with other groups. In this business of education we must always consider the goals to be attained and not worry about who initiates some particular movement or who gets credit for what accomplishment. There is room for all to work together, shoulder to shoulder, and progress will come most rapidly and surely when this is done.

4. *Avoid a management-labor, or employer-employee, attitude toward the school personnel.* Actually, a school board does employ a superintendent and, upon his recommendation, a school staff, both professional and non-professional. But the relationship between the parties is much more than a purely business one. With effective growth and development of children, youth and adults in the community the end in view, there is every reason why the school board and the school personnel should feel that they are colleagues in a joint undertaking. This spirit of understanding and friendly co-operation is always to be found where the schools are rendering greatest service to their communities. It is a spirit which state associations can do much to promote by revealing how successfully it operates in outstanding cases.

5. *Find ways to harmonize the needs of boards having jurisdictions of varying size.* A state association must plan to serve all the school boards of the state from those in the largest cities to those in the smallest rural districts. Problems may differ in kind and degree, but the common purpose of public education in our American democracy is the controlling and cementing influence. Many states are facing difficult problems in district reorganization; most states are having local and state-wide difficulties with taxation and finance; but, after all, these are problems which are immediate and must be solved. They can be solved when all concerned will gather together the pertinent facts and seek solutions which are in the general interest without favor to some at the expense of others.

6. *Draw the leadership of the association from among those who have the greatest selflessness as well as the greatest abilities,* and

7. *Keep the association out of the position of lending itself to promoting personal ambitions.* These are two aspects of the same thing and are essential requisites for any organization serving the public interest in the field of education. It has been said that persons chosen to be school board members should already have attained such positions of success and respect in the community that they regard the new position primarily as an

### THE WAY OF LIFE

*Marching down to Armageddon —  
Brothers stout and strong!  
Ask not why the way we tread on  
Is so rough and long!  
God will tell us when our spirits  
Grow to meet His plan!  
Let us do our part today —  
And help Him, helping Man!*

— Sir Edwin Arnold

Armageddon is the final battleground between good and evil, between right and wrong in this world. Slowly mankind has struggled through the centuries, now gaining ground, now losing it, but on the whole coming a little closer, we must hope and believe, to God's plan. Today we possess, on the one hand, greater means for wholesome human development and, on the other hand, greater powers for ruthless mass destruction than man has ever had before. How shall we use these possessions? The clues are in the verse above. If we have courage, if we have faith, and if we help our fellow men, individually and collectively, by every means at our command, the march toward the goal of human destiny will be smoothed and shortened. The mightiest instrument for growth that we know is education in its broadest and truest sense. Let those who are responsible for educational policies and programs take notice, and take heart! — E. M. T.

opportunity for public service and not as a steppingstone to personal power or preferment. By and large, no group of people in the nation occupies so unique a distinction as do the members of boards of education. With rare exceptions they hold their office in highest esteem, give it their devoted and generous service, and seek no reward save the satisfaction of knowing that under their guidance the public schools of their communities are so functioning as to develop happy, intelligent, poised, co-operative, effective citizens. It is a never-ending task of gigantic proportions, and the degree of its attainment affects the destiny of the world.

### STATE ASSOCIATION MEETINGS IN FULL SWING

During the month of October, annual meetings were held by the state associations of school boards in California, Iowa, Kansas, Oklahoma, South Dakota, Utah, and Wyoming. The national executive secretary was privileged to attend the meetings in Oklahoma City, Okla., Des Moines, Iowa, and Sioux Falls, S. Dak., and found large attendance and a high degree of enthusiasm in each state.

November will see state association meetings held in Illinois (at St. Louis this year to accommodate the downstate boards), Indiana, Missouri, Montana, New Hampshire, Texas and Virginia.

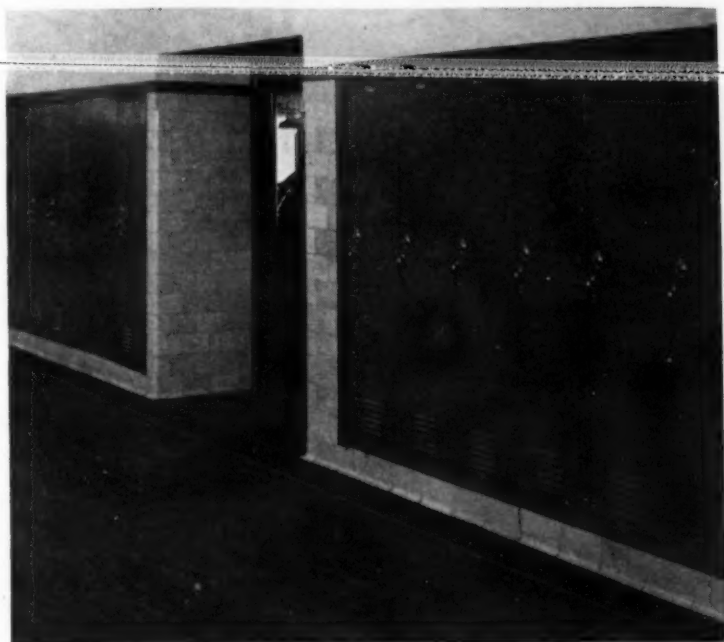
As is natural, the younger associations are giving more time to working out sound methods of organization, membership, and finance, preparatory to reaching the most effective service basis. Once equipped with a state office, a full-time secretary, and some medium of publication, they will be in a position to render definite and steadily increasing service to a growing membership.

(Continued on page 56)



# Orderly Habits

develop quickly with **Berger Steel Lockers**



● Tommy's school day begins and ends at his individual Berger Locker. Mornings, he deposits coat, hat, lunch box, ~~afternoon~~ class books, possibly his musical instrument or some item of athletic equipment in its roomy interior. Afternoons, he reverses the process. *Without conscious effort*, he's developing lifetime habits of order and neatness. His Berger Steel Locker—which so readily accommodates all his personal necessities—plays a big part in helping teachers influence Tommy's progress.

Following Tommy through his daily activities demonstrates how *completely* Berger serves the school world. Berger Steel Lockers—and Storage Cabinets—function as classroom storage centers . . . take care of teachers' personal effects . . . accommodate gymnasium and athletic field equipment . . . serve in science laboratories . . . protect drawing instruments and supplies . . . provide efficient storage facilities in countless more special applications.

In your planning for new and enlarged educational facilities, look to Berger, the leader, for the finest in steel school storage equipment . . . assistance in school planning, too.

## Berger



**Manufacturing Division**

REPUBLIC STEEL CORPORATION • CANTON 5, OHIO



(Continued from page 54)

The older associations, with their lines of service well established are finding new ways to aid their local boards and to co-operate with other lay and professional organizations in the interest of public education. The National Office has been offering some suggestions as to problems which are almost universal at the state level. Mention may be made of a few of these:

1. The setting up in the state of some kind of an Advisory Committee on Education composed of representatives from both lay and professional organizations; which committee acts as a clearinghouse and exchange medium among the member organizations. States where this has been tried have found it the most effective means of securing wider understanding of educational needs, and united support on a common program of action. The School Boards Association may often take the lead in bringing about the formation of such a committee.

2. Plans for reorganizing and improving the State Department of Education, including a State Board of Education and an appointed superintendent where these do not now exist.

3. Increased financial support for the construction and maintenance of schools to provide a basic educational program. This usually involves the whole tax structure and state budget procedure.

4. Provision for securing an adequate supply of qualified teachers, especially in the elementary field. This involves proper laws relating to minimum salary schedules, tenure, retirement, etc., as well as adequate support for teacher-education institutions, scholarships, etc.

5. Plans for the most effective organization of school administrative units. In a few states this has been accomplished; in most states much more needs to be done.

6. Codification of the school law. Only a few states have any recently combined and simplified School Code.

7. The status of nursery schools and kindergartens at one end of the scale of public education, and of junior, or community colleges at the other.

8. Where there is no effective enabling law for the State School Boards Association, similar to the recent South Dakota Law, one should be sought.

In addition to state concerns, some School Boards Associations are thinking about problems of national scope, and are seeking background information on such matters as federal aid for general education and for schoolhouse construction, the most desirable status for the federal educational agency now known as the U. S. Office of Education, the most suitable organization and functioning of the National School Boards Association, and the like.

### The National Meeting

Looking ahead to the delegate meeting of the N.S.B.A. in Atlantic City, in February, its officers are planning to devote the major part of the program to a discussion of its own affairs in an endeavor to lay sound and en-

during foundations which may be built upon for years to come. The question raised in this JOURNAL last month as to alternative plans of organization will be uppermost, with the problem of adequate and equitable financial support closely related. The executive secretary hopes to have at the meeting exhibits which will represent all state school boards associations by their letterheads, the programs of their annual meetings, their leading publications, etc. Out of this working convention should come a stimulation to greater accomplishment on the part of every association of school boards, state and national.

### Visitors at National Headquarters

Recent visitors at the office of the National School Boards Association, 450 East Ohio Street, Chicago 11, have included the new executive secretary of the Tennessee School Boards Association, the president of the Indiana School Boards Association, and the vice-chairman of the National Citizens Commission for the Public Schools.

The situation in Tennessee is unique among state associations, and will be watched with interest. As an aid to the more rapid development of the Tennessee School Boards Association into a strong and independent organization, the State

Commissioner of Education, Dr. J. M. Smith, has offered to finance and office the executive secretary, W. A. Shannon, in the State Department. It is clearly understood, according to Mr. Shannon, that this arrangement is temporary and that his job is to work with and for the State Association until its membership and budget will make it completely self-sustaining. No organic hookup or political partisanship is involved. Here is an encouraging recognition of the value to education of an effective state association of school boards, and practical help in setting one of them on its feet.

The president of the Indiana School Boards Association, O. H. Roberts, Jr., of Evansville, reported that his association is making plans for new and expanding changes which will be announced at their annual meeting in Indianapolis, November 30. It was just last March that the Indiana school board group became an independent association in which only board members hold voting memberships, but in which school administrators are welcomed as associate members without vote. Paul F. Boston, superintendent of schools at La Porte, Ind., and former vice-president of the old combination "Association of Indiana Town and City School Administrators," wrote in this connection, "As vice-president of the outgoing organization, the writer lost his official status with this action, but he shared

(Concluded on page 81)



THE BENT TWIGS





### VARIATIONS IN SCHOOL BUILDING COSTS

Wide variations in the cost of new school buildings, ranging from a low of \$200 to a high of \$2,000 per pupil, are shown in the findings of a survey appearing in the *Engineering News-Record*, a McGraw-Hill publication.

The article explains that no one may question a modern fireproof building costing more than the "little red schoolhouse," or a school that included an assembly hall or a gymnasium costing more than one without them. High per student cost may mean high community standards and long-range investment rather than sheer extravagance. It cites the following examples:

New elementary schools now being placed under contract show costs per student ranging between \$193 and \$1,995. The low cost school consists of temporary portable wood buildings which have only classrooms. The high cost school is concrete and steel, and has its own power house, a library, an auditorium, a cafeteria, a visual-education room, and laboratories.

For junior high schools, the cost per student ranges from \$565 to \$2,044. The low cost school is frame and stucco. The high cost school is fireproof and has both an auditorium and a gymnasium in addition to a community room.

For high schools, the cost per student is between \$249 and 1,801. The high cost school provides in addition to classrooms, 15 special rooms, an auditorium, a gymnasium, a library, a cafeteria, a playroom, a swimming pool, and music rooms.

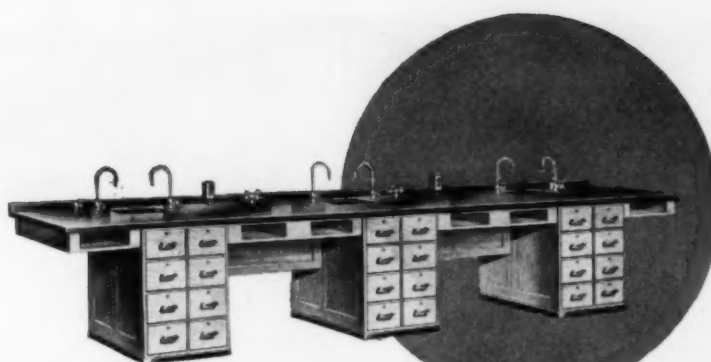
The survey which covered 29 elementary schools, 6 junior high schools, 7 senior high schools, and 3 colleges, was conducted in 18 states and the District of Columbia. The findings showed that schools south of the Ohio River and west of the Mississippi cost less than \$1,000 per student, and those north and east more than \$1,000. Two schools in Pennsylvania, one in Ohio, and one in Massachusetts are exceptions to the over \$1,000 per student pattern for new schools in the northeast.

### TO MAKE SURVEY EFFECTIVE

Although some of the recommendations for school-building extension and improvement, made by Dr. Henry H. Linn and his associates of Teachers College, Columbia University, have been carried out in Worcester, Mass., the outgoing school committee does not propose to have the program put in mothballs. The present school committee will be succeeded by a new committee under Plan E form of government next year. The number of members will be reduced from 11 to 6.

Wat Tyler Cluverius, chairman of the committee, has named a 23-member Citizens' Advisory Committee to aid in carrying out the Linn recommendations. School committee members will be ex-officio members of the special group. The advisory group is made up of community leaders who will serve as a consulting body in advancing the Linn recommendations, centering on a 20-year school-building program. Chairman Cluverius sent each prospective member of the group a letter citing the aim to help Worcester "take advantage of the present opportunity to improve the public school system." The survey of existing conditions and locations of the 83 school buildings, the letter pointed out, took eight months and the report "is most timely and comprehensive." "If the year-by-year steps, as recommended, are taken, Worcester will have a school system of which it can justly be proud," it continues.

"Will you as a leader in the community, assist



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in progressing this important project by becoming a member of the Citizens Advisory Committee on the Linn Plan for School Improvement?

"Each member of the school committee will serve as an ex-officio member of the advisory committee so as to be of assistance and, together with the school administration, will be glad to answer all questions as they arrive."

### PASADENA'S NEW POSTWAR BUILDING PROGRAM

In July, 1946, the board of education of Pasadena, Calif., asked the electorate to approve a \$3,000,000 school-bond issue for secondary schools. This bond issue was divided as follows: city high school district, \$1,800,000; city junior college district, \$1,200,000. The high school bond issues are now in process of being expended. The program calls for the construction of a school shop unit at the Wilson Junior High

School; a new gymnasium and shop unit at the Eliot Junior High School; a new junior high school in the Sierra Madre-Hastings Ranch Area; a new junior high school at Temple City; and a junior high school at La Canada. The last two projects have been completed and occupied with enrollments ranging from 450 to 500 students.

The capital outlay monies in the junior college district, amounting to \$1,425,000 (including a sum of \$225,000) which was raised over a period of years by current levies, was used for the purchase of temporary buildings at the John Muir plant and the Pasadena Junior College, for the purchase of additional equipment, and for needed housing and improvements at the Pasadena City College. Plans have been prepared for a library building, including an assembly hall, and an additional wing to the technology building.



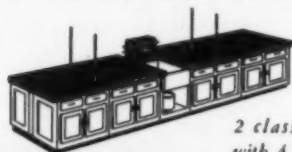
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is of prime importance.

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The board has obtained a site on the Hastings Ranch for an elementary school to serve the children residing east of the Eaton Canyon Wash and north of Colorado Street. The Allendale site has been acquired and plans are being prepared for a new school to relieve the congestion at the McKinley building.

It is estimated that the cost of these new elementary schools and the additions to the existing plants to meet increased pupil enrollments will require an elementary bond issue of \$3,500,000.

#### SCHOOL BUILDING NEWS

► Rock Island, Ill. The board of education has completed a four-room addition to a large elementary school, at a cost of \$105,000. The board has begun the construction of the first unit of a new elementary school, to cost \$115,000, an addition to a rural school annex, to cost \$45,000,

and has started the remodeling of a junior high school, to cost \$1,000,000.

► Crown Point, Ind. An addition to the high school, costing \$70,000, was completed and occupied in September. The unit houses the biology laboratory, the science storerooms, the science library, a cafeteria kitchen, storeroom, and dining room. The biology room contains a small greenhouse for growing plants.

► Kankakee, Ill. A five-room addition to the Steuben Elementary School has been completed and occupied. Two junior high schools are in course of erection and will be completed early next spring.

► East Chicago, Ind. The administrative department of the public schools has distributed Vol. II, No. 1, of its bulletin, *Public School Views*. This issue, which is devoted to the improvement of the school plant, includes (1) a reproduction of the architect's drawing of the

Eugene Field Elementary School to be erected shortly; (2) photographs of the new storm and shelter entrances to the Franklin School, replacing the former safety hazard, wooden structures; (3) before and after views of toilet room modernization projects at the Garfield School. During the summer, the several playgrounds were given all-weather treatment. Mercury vapor lamps were installed at all buildings to improve the lighting and to better protect the buildings.

► Kermit, Tex. The school board has received bids for the new high school building, to cost approximately \$1,000,000.

► Davenport, Iowa. The school board has received a report from Supt. Harold J. Williams, outlining a ten-point program for improvement of the school program. The program calls for two new elementary school sites, a new public relations program, emphasis on adult education, a new program of social studies, a new food service program, revision of the home-economic courses in the junior and senior high schools, and continuation of in-service training for teachers and school custodians.

► More than 100 million dollars in new school buildings and additions are to be under construction, or completed, by July 1, 1950, in Maryland according to the state department of education. Completed since January 1, 1947, are 23 buildings and 48 additions, amounting to a total of \$13,404,675. Under construction at present are 23 buildings and 38 additions, costing \$30,746,163.

► Monmouth, Ill. The board of education has called an election to obtain the consent of the voters for the construction of a 12-room elementary school, to cost about \$500,000. The building will replace an obsolete building which has been in use 62 years.

► Batavia, Ill. The board of education has begun the erection of the McWayne Elementary School, to cost about \$280,000. In addition to 11 classrooms, the building will contain a gymnasium, a kindergarten, a teachers' rest room, a health room, offices, and a kitchen. The building is being erected from plans prepared by R. A. Orput, architect, Rockford, Ill.

► The Elmhurst School District, Elmhurst, Ill., has completed additions to three of its schools. Two of the buildings were occupied at the opening of the fall term, and the third is to be completed shortly. The buildings were completed at a cost of \$650,000. A junior high school, costing \$1,000,000, is under construction and will be completed in September, 1950.

The total program was approved by referendum in May, 1948, and made possible the construction of three additions, a new building, and the purchase of three new sites. The entire expansion program was worked out under the direction of Supt. Willard D. Jackman and the board of education.

► Elgin, Ill. A new primary school has been completed and occupied this year. It contains six classrooms, a kindergarten, and a multipurpose room, and cost \$270,000. The voters, in December, 1948, approved a bond issue of \$2,500,000 for the construction of two new junior high schools.

► Connersville, Ind. The public schools participated in the laying of the cornerstone for a new elementary school, to cost \$350,000 at completion. The building is of the one-story type, with 12 classrooms, an office suite, a kitchen, a conference room, dressing and locker rooms, and a multipurpose room to serve as an auditorium, a community room, and a gymnasium. This is the first of a \$1,000,000 school building expansion program.

► The new McKinley elementary school at South Bend, Ind., was completed and occupied at the opening of the fall term. The building, which cost \$750,000, is one story in height, and contains 14 classrooms, in addition to a library, a science room, an art room, a music room, a gymnasium, and the principal's office. It was designed and erected under the supervision of the firm of Maurer & Maurer, architects, of South Bend.



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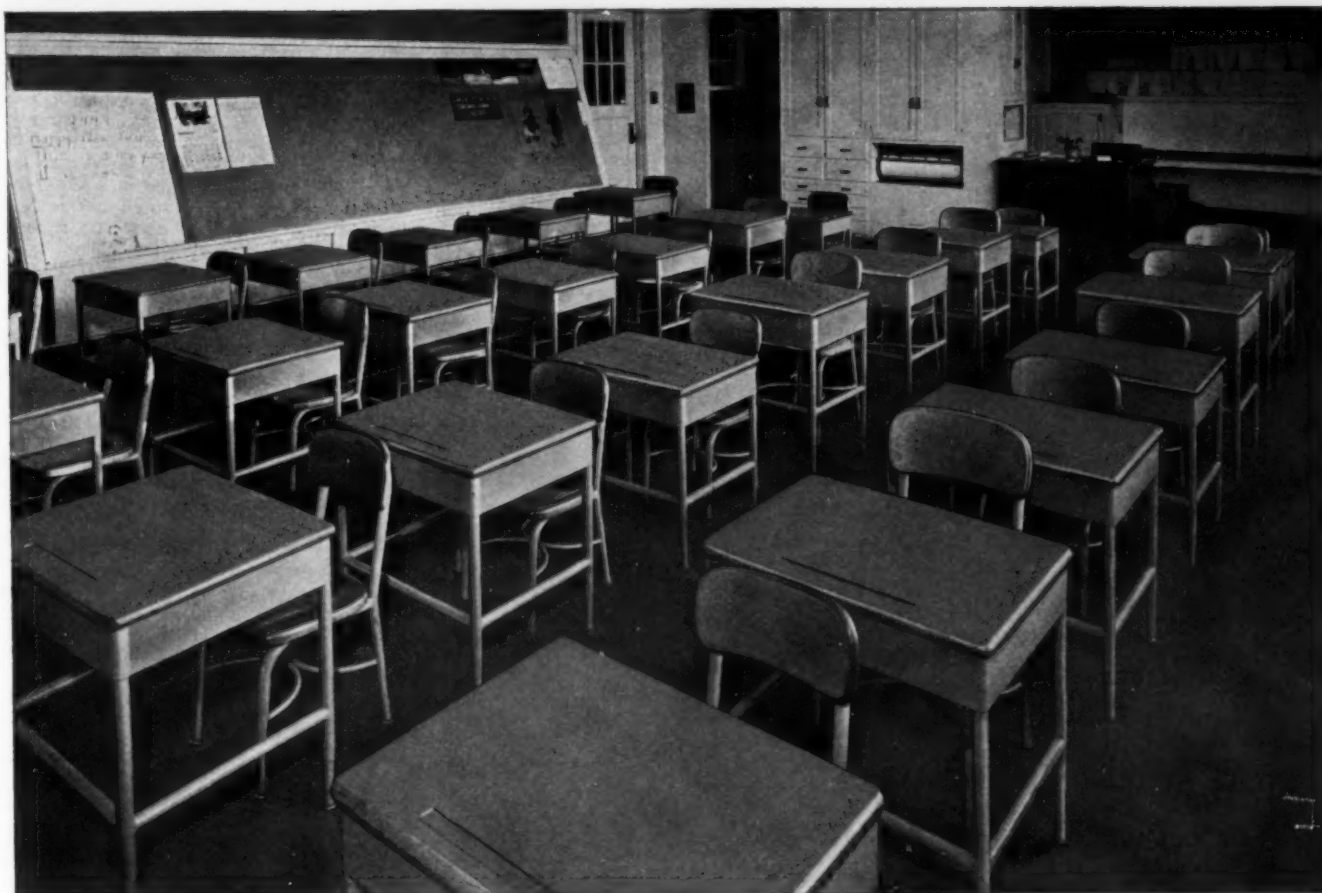
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*Classroom of Beaverton Grade School, where the installation of Heywood-Wakefield furniture was arranged through B. F. Shearer Company, Portland, Ore., Distributors for Heywood-Wakefield Co., San Francisco*



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#### PERTH AMBOY MAKES LIBERAL ALLOWANCE FOR ABSENCES

The school board of Perth Amboy, N. J., has adopted new rules and regulations governing absences of teachers and clerks. No teacher may absent himself or herself from school on account of personal business or pleasure, unless he or she shall have requested and received permission from the superintendent, or from the president of the school board. Absence shall be without pay, except for a part of the school day and when it is not necessary to employ a substitute.

Any teacher who is required to attend a court

of law by reason of having been subpoenaed, may be excused without the loss of pay.

In case of absence on account of personal illness, a teacher may be allowed full pay for ten days during the school year. If a teacher is absent on account of illness less than ten days during a year, a maximum of five days of leave not used will be accumulative. The number of days a teacher may be absent during a year up to ten days, plus the accumulated unused days of previous years, will be unlimited. Any teacher who has had less than 15 years' experience in the schools of Perth Amboy will lose per diem pay for each day's absence in excess of the allowance provided.

A teacher who has at least 15 years' experience and who is absent because of illness beyond the number of his or her accumulated days, will be paid the difference between her pay and the daily pay of a substitute. No such absence may be for more than 90 days beyond the number of ac-

cumulated days credited to the teacher, and no absence may extend beyond the end of the school year in which it began.

A teacher will be required to furnish a physician's certificate of illness before she may be allowed pay for days absent on account of illness. Statements certifying to absence must be made on official forms, and must be kept on file.

No extension of leaves beyond the ending dates of such leaves will be allowed, except in cases of personal illness, and in each case a request for extension must be considered individually.

The rules and regulations governing absences of teachers apply also to the superintendent's secretary, the clerks, and teacher-clerks employed by the board on a 12-month basis, except that these employees will be allowed full pay for 12 days' absence during the school year. A maximum of six days of such leave not used during a school year will be accumulated. The number of days these employees may be absent on account of illness is 12 days, plus the accumulated days of previous years, and the maximum number of such accumulated days allowed will be unlimited.

#### TEACHERS AND ADMINISTRATION

► The board of education of School Dist. No. 8, on the south side of Chicago, has approved an in-service staff training program which is being continued for the school year 1949-50. Each of the 38 schools of the district has organized a reading committee. This committee surveys school reading problems, consults professional literature, holds meetings with teachers, suggests improvements in teaching procedure and in the use of materials of instruction. Adjustment teachers meet once a month with the district superintendent for the discussion and improvement of guidance service to children.

The principals' meetings which are planned around a central theme, take up various timely problems. In addition, during the school year, a series of workshops are conducted for principals in the schools, under Dr. Robert Havighurst, of the University of Chicago. All principals in the district are excused one full day each month to participate in these workshops.

► The board of school directors of Susquehanna Township School District, at Progress-Harrisburg, Pa., with the assistance of Principal Foster G. Ulrich, has adopted a group insurance plan for members of the teaching staff. The plan covers life, accidental death, dismemberment, hospitalization, and surgical benefits on a noncontributory basis.

► Great Falls, Mont. The school board has established a new policy to encourage teachers to keep abreast of new teaching methods by going to summer school. Any teacher who does not go to summer school for five years will suffer a deduction in salary. Supt. R. B. Farnsworth reported that deductions have been made on salaries of 19 teachers who failed to meet the requirement. The deductions ranged from \$60 to \$105 a year. Fifteen teachers who had met the requirement and obtained advanced degrees received salary increases under the policy.

► Nashua, N. H. The school board has approved a new sick-leave plan, proposed by Supt. H. Raymond Danforth. The schedule which became effective September 1, replaces a one-year plan tried out in 1948. Teachers will be given ten school days per year at full pay for illness or incapacity because of accident or health quarantine, which is accumulative to thirty days during a three-year period.

► Two workshops for teachers were conducted during the past summer, one at Mississippi College for white teachers, and one at Jackson College for Negro teachers. These workshops devoted attention to a study of certification and sought to present definite recommendations to the State Board of Education. The conclusions and recommendations of the workshops were compiled, edited, and studied by the State Board. The board has approved new rules and regulations for certifying teachers in the state but none of the regulations, it is explained, will jeopardize outstanding certifications.



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\*Webster's Dictionary definition of the word "Bonus"—"Something given in addition to what is usual or strictly due."



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**SCHOOL FINANCE AND TAXATION**

**SCHOOL BUDGETS AND FINANCIAL NEWS**

► Superior, Wis. The school board has adopted a budget of \$1,109,858 for the school year 1949-50, which is an increase of \$28,791 over 1948. Supply increases, of which textbooks are a major item, account for part of the budget rise.

► The St. Landry parish board at Opelousas, La., has adopted a budget of \$2,207,671 for the school year 1949-50.

► Kansas City, Mo. The tentative budget for a 40-week school term has been set at

\$12,500,000. The revenue for the district has been estimated at \$9,500,000.

► San Antonio, Tex. The school board has adopted an over-all budget of \$9,000,000 for 1949-50. The operating budget was set at \$7,524,726.

► Harlingen, Tex. A budget of \$1,064,095 has been approved by the school board for 1949-50. The budget provides for teachers' salary increases amounting to an average of \$300.

► The Jeff Davis parish school board at Jennings, La., has adopted a budget of \$1,071,294 for the school year 1949-50. Of the total, the largest item is for teachers' salaries. An aggregate of \$507,000 is allocated for white teachers' salaries, and \$115,000 for Negro instructors.

► The Rapides parish school board at Alexandria, La., has adopted a budget of \$2,084,494 for the school year 1949-50. This is an increase of \$120,650 over the amount for 1948.

► The school board of Dallas, Tex., has approved a \$13,600,000 budget for 1949-50, which includes a maintenance item of \$10,125,000, a lunchroom fund of \$1,562,000, and \$1,960,000 for interest and sinking fund.

► Racine, Wis. The school board is considering an estimated \$134,000 increase in its tentative budget of \$2,212,000 for 1949-50. Among items of increase in the new budget are \$85,000 for an addition to the McKinley Junior High School, \$30,000 for eight new teachers and for payment of salary increases, and \$17,000 for high school libraries.

► Port Arthur, Tex. The school budget for 1949-50 calls for expenditures totaling \$2,358,526 and receipts amounting to \$2,322,025. The school board anticipates a deficit of \$35,500 for the new school year.

► Lincoln, Neb. The schools have received an extra \$224,318 as a result of an increased assessed valuation of property for 1949. Dr. Gilbert S. Willey has recommended that the unappropriated amount be used for increased expenditures for the improvement of instruction and an unappropriated amount for the 1949-50 budget.

► Hermitage, Mo. The school board has adopted the Missouri uniform accounting system for the schools this year.

► The first payment of the primary school interest fund to Michigan schools, for the year 1949-50, amounting to \$22,612,073 has been allocated for distribution to school districts in the several counties of the state. Distribution of the money is made on the basis of \$15.81 per 1949 census child, an increase over the \$14.44 paid in 1948. The largest allotments were \$1,007,501.90 in Genesee county, \$1,438,845 in Oakland county, and \$7,860,661 in Wayne county.

► Superior, Wis. The board of education has adopted a budget of \$1,108,458 for the school year 1949-50, which is an increase of \$27,391 over 1948. The board anticipates an over-all decrease in revenue from outside sources amounting to \$66,321.39, which is practically equal to the increase in the levy—\$66,712.63. The biggest single item of loss in state aids is a cut of \$45,000 in high school aids.

The Massachusetts Superior Court has called a hearing on information filed by the attorney general's office to restore Worcester, Mass., school budget cuts, plus a 25 per cent penalty. Counsel for both sides must appear and state their intentions. If they are ready for trial it will begin at once, or a continuance may be granted for further preparation. The information contends the budget was cut \$391,124 from a total of \$4,672,713. Later the mayor reduced the deficiency to \$341,124 by appropriating \$50,000 for teachers' salary increases, beginning in January.

► The board of education of Washington, D. C., has requested a budget of \$33,659,250 to operate the district schools during the fiscal year beginning July 1, 1950. The request, the largest ever made by the board, is \$8,670,995 more than the appropriation for 1948.

The bulk of the increase is for construction of new buildings and for additional teachers to bring class sizes down to a standard of 36 students per teacher. For capital outlay, the board has asked \$10,036,650, which is \$7,541,400 more than was allowed in the current budget. A large part of the money will go for the construction of six new schools, eight additions to schools, and for the purchase of 19 school sites. Operating expenses account for the remaining \$23,622,600, which is \$1,129,595 more than the present budget.

► Paris, Ill. A successful referendum, held in the fall of 1948, raised the educational tax rate from .71 to .91, and enabled the school board to improve salaries, initiate a curriculum-study program, expand the subject offerings, and establish courses in distributive education and diversified occupations. An extensive school-building renovation program was conducted as a part of the program.



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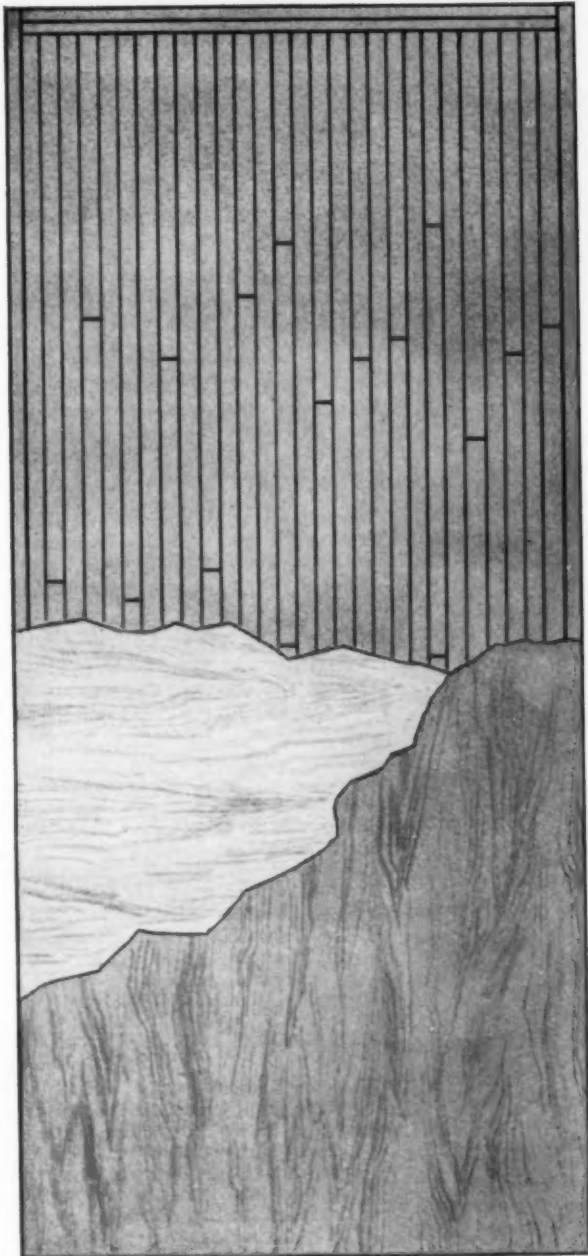


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#### COMING CONVENTIONS

Nov. 1-5. *Virginia Education Association*, at Richmond. Headquarters, Hotel John Marshall. Chairman, Robert F. Williams, 401 No. 9th St., Richmond 19, Va. Exhibits, T. Preston Turner, 401 No. 9th St., Richmond 19, Va. Attendance, 3000.

Nov. 2. *Missouri Association of School Boards*, St. Louis. Headquarters, St. Louis Board, 911 Locust St. President, Mrs. Irma H. Friede, 3021a Allen Ave., St. Louis 4, Mo.

Nov. 2-4. *Missouri Teachers Association*, at St. Louis. Headquarters, Statler and Jefferson Hotels. Chairman, Everett Keith, Secy., Columbia. Exhibits, Dr. Marvin Shamberger, Columbia. Attendance, 13,000.

Nov. 3-5. *Arizona Education Association*, at Phoenix. Headquarters, 812 No. First St., Phoenix. Chairman, Walter Maxwell, 812 No. First St., Phoenix. Exhibits, Mrs. Pauline Poage, 812 No. First St., Phoenix. Attendance, 3300.

Nov. 3-5. *Iowa State Education Association*, at Des Moines. Headquarters, Coliseum. Manager, Don A. Foster, 415 Shops Bldg., Des Moines 9, Iowa. Exhibits, Mr. Foster. Attendance, 10,000.

Nov. 3-5. *Wisconsin Education Association*, at Milwaukee. Headquarters, Milwaukee Auditorium. Secy., O. H. Plenzke, 404 Insurance Bldg., Madison 3, Wis. Attendance, 14,000.

Nov. 7-8. *Montana School Board Association*, at Billings. Headquarters, Northern Hotel. Secretary, J. L. Gleason, Sr., Box 669, Livingston. Attendance, 250.

Nov. 10-11. *West Virginia Education Association*, at Huntington. Headquarters, Prichard Hotel. Secretary, Phares E. Reeder, 2102 Quarrier St., Charleston. Exhibits, Miss Margaret Baldwin, Charleston. Attendance, 8000-10,000.

Nov. 10-13. *New Jersey Education Association*, at Atlantic City. Headquarters, Convention Hall. Secretary, Dr. Frederick L. Hipp, 200 Stacy-Trent Hotel, Trenton. Exhibits, A. H. Skean,

Mgr. Convention Bureau, 16 Central Pier, Atlantic City. Attendance, 8000.

Nov. 13-15. *Illinois Association of School Administrators*, with the *Illinois Association of School Boards*, at St. Louis. Headquarters, Jefferson Hotel. Chairman, Robert Cole, 306½ E. Monroe St., Springfield.

Nov. 18-19. *New Hampshire State School Boards Association*, at Concord. Secretary, Paul E. Farnum, State House, Concord. Attendance, 200.

Nov. 25. *Texas School Boards Association*, at Fort Worth. Headquarters, Hotel Texas. Chairman, Mrs. A. B. Campbell, Fort Worth. Attendance, 75.

Nov. 26. *Middle States Association of Colleges and Secondary Schools*, at Atlantic City, N. J. Headquarters, Chalfonte-Haddon Hall Hotel. Secretary, Karl G. Miller, University of Pennsylvania, Philadelphia 4, Pa. Attendance, 725.

Nov. 27-Dec. 10. *National Council of Chief State School Officers*, at Biloxi, Miss. Headquarters, Hotel Buena Vista. Secretary, Dr. Edgar Fuller, 1201—16th St., N.W., Washington, D. C. Attendance, 100-125.

Nov. 28-30. *New York State Association of District Superintendents*, at Syracuse. Headquarters, Hotel Syracuse. Secretary, Robert E. Bell, Chappaqua. Chairman, George A. Barber, Batavia. Attendance, 175.

Nov. 30. *Indiana School Boards Association*, at Indianapolis. Headquarters, Claypool Hotel. Chairman, C. V. Haworth, Kokomo. Attendance, 150.

Nov. 30-Dec. 3. *Virginia School Trustees Association*, at Richmond. Headquarters, John Marshall Hotel. Chairman, Robert F. Williams, Richmond. Exhibits, T. Preston Turner, Richmond. Attendance, 3000.

Dec. 1-3. *Washington State School Directors' Association*, at Walla Walla. Headquarters, Marcus Whitman Hotel. Chairman, Mrs. Eva Stull, Co. Supt., Walla Walla. Attendance, 400.

Dec. 2. *New Jersey Federated Boards of Education*, at Trenton. Headquarters, State House, Trenton. Chairman, E. W. Kilpatrick, 409 Church St., Hackettstown. Attendance, 600.

Dec. 9-10. *Ohio Education Association*, at Columbus. Headquarters, Deshler-Wallick Hotel. Secretary, W. B. Bliss, 213 E. Broad St., Columbus. Exhibits, H. H. Bell, 213 E. Broad St., Columbus. Attendance, 700.

Dec. 14. *Utah State School Board Association*, at Salt Lake City. President, A. T. Shurtleff, 3175 South 5 East, Salt Lake City.

Dec. 27-29. *Pennsylvania State Education Association*, at Harrisburg. Headquarters, Penn-Harris Hotel. Chairman, H. E. Gayman, 400 No. Third St., Harrisburg. Attendance, 3000.

Dec. 28-30. *Illinois Education Association*, at Chicago. Headquarters, Hotel Sherman. Chairman, Irving F. Pearson. Secretary, 100 East Edward, Springfield. Attendance, 850.

#### CITIZENS' SCHOOL AID SOUGHT IN NEW YORK STATE

The New York Council of School Superintendents offered a proposal that boards of education in the state invite the public to take a hand in the planning of new school buildings. Dr. William H. Bristow, of New York City, submitted a report which urged greater lay participation in school affairs. Noting the growing numbers of children who will enroll in the schools in the next few years, Dr. Bristow declared that improved facilities and services can be offered by the schools if the general public is made acquainted with school needs and is given a voice in determining how they are to be met.

Dr. Bristow pointed out that the highest total enrollment in the state's public schools will be reached in the school year 1957-58, when there will be 2,472,210 pupils enrolled, or about 25 per cent more than there are today. He urged that school boards meet the challenge by appointing advisory committees from the general citizenry to study school needs and make recommendations.



## SCHOOL BUILDING CONTRACTS

Dodge reports that during the month of September, 1949, contracts were let for 465 educational buildings, at a total valuation of \$78,588,000. These contracts were limited to 37 states east of the Rocky Mountains.

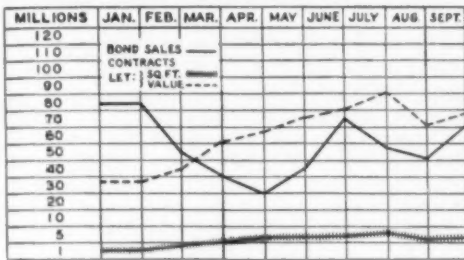
During the month of October, 1949, contracts were "let" in 11 states west of the Rocky Mountains, for the construction of 28 school buildings, at an estimated cost of \$6,836,846.

A total of 16 projects were reported in preliminary stages, at an estimated cost of \$5,311,000.

## SCHOOL BOND SALES

During the month of September, 1949, short term school notes and bonds were sold in the amount of \$4,841,500.

During the same month, permanent bonds, in the amount of \$70,121,441, were sold.



School bond sales and contracts let during the first three quarters of 1949.

## FEDERAL AID IN DEFENSE AREAS

Public law 306, providing the sum of \$7,500,000 to continue the operation of public schools in defense areas has been signed by President Truman.

## CALIFORNIA SCHOOL TRUSTEES MEET IN SANTA CRUZ

The nineteenth annual meeting of the California School Trustees Association was held October 2-5, in Santa Cruz. The theme for the meeting was "The Public Schools, Our Individual Responsibility."

J. Paul Elliott, in his annual address, spoke on "We Move Forward." Among the speakers were Dr. Arnold Joyal, Fresno, who talked on "Your Responsibility as a Board Member"; Bert Levit, San Francisco, who took for his subject "The Place of the Board Member in the Community"; Dr. Wm. Odell, Stanford University, discussed "Trustee-Administrator Relationships"; Roy Simpson, Sacramento, who talked on "Public Education from the Viewpoint of a Board Member"; and Dr. Lawrence E. Turner, who talked on "Functions of Unified Schools in the Community."

## LEE COUNTY REPORTS PROGRESS

Under the leadership of Supt. Charles Bevis, the Lee County schools at Fort Myers, Fla., during the school year 1948-49, held a county workshop, prior to the opening of the current school term, for the purpose of planning and improving instruction for the year. The county teachers and the lunchroom personnel were organized for a study of their particular problems. The workshop was staffed and directed by the General Extension Division of the University of Florida who had charge of a discussion of "the total school program."

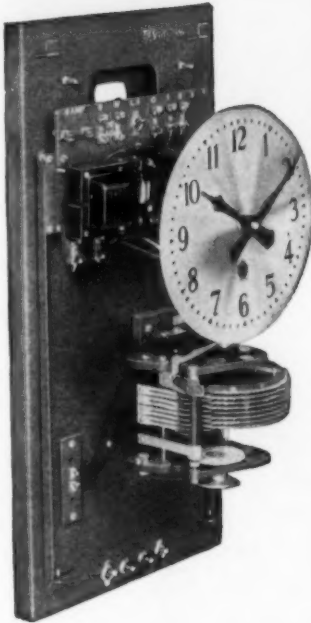
An audio-visual program was established in 1948, which has grown in scope and is being used constantly by the teachers. A fine materials center has been established which includes films, film strips, recordings, pictures, professional books, and audio-visual machines.

The old, formal grading system has been replaced by an informal note type report. Grading periods have been extended to nine weeks' periods, with parent conferences, and home visitation as a part of the system.

The most outstanding improvement has been the construction of a new junior-senior high

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The National All-metal, direct gear driven electric program clock with cover removed. Has 8" dial, week-end silencing and manual push buttons.

### They are so Simple — so Fool-Proof

Each clock is an operating unit in itself, that plugs into the 110 volt lighting circuit.

There is no intricate master clock, with rectifiers, relays, contacts and springs that would baffle the Best Mr. Fix-it, and leave no alternative, but to call in a Factory Service Engineer at considerable School expense.

National Synchronous Clocks installed 20 years ago are still rendering yeomanly service, with no increase in maintenance cost. Today, some 3000 schools using National Program Clock Systems, enjoy a remarkable record of satisfactory performance, with only Mr. Fix-it on the job.

Put this down. During the 1948-49 school year, the total cost of all factory service, including parts, averaged about \$1.00 per school.

When selecting the clocks for your New School, insist on a type that is Simple, with a minimum of parts, that anyone can adjust in case of error. You may avoid many a headache later.



Style 020 semi-flush classroom clock with sunburst aluminum dial.



McKenzie High School—Detroit. Snyder & McLean, Consulting Engineers. A complete installation of NATIONAL Clocks—Program bells and Fire Alarm—totaling in excess of 150 units. Last addition completed in 1938.

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school, to be completed in the near future. This building is entirely modern and capable of housing 1200 senior high school students.

### TRAINING THE PARENT IN TEACHING READING













The public schools of Fulton, Ky., under the direction of Supt. W. L. Holland, have inaugurated a new plan for the school year 1949-50. A series of "reading days" has been arranged and parents are expected to attend at least three times. For example, parents of students in grade one will come to school in the afternoon and the teacher will demonstrate exactly what she is trying to do, and the results she plans to achieve. She suggests how the parent can help her achieve these results. It is the opinion of the school that the parent can do

much good at home in the teaching of reading by placing around the child the books he is able to read. The technique used in the first grade is being used in grades one through three.

### PURCHASING SUPPLIES AND EQUIPMENT AT PASADENA, CALIFORNIA

The board of education of Pasadena, Calif., has established a definite policy governing the purchase of supplies and equipment through which every attempt is made to meet the needs of the educational program as it is being carried on in the schools. A standing committee of the elementary school principals' group is responsible for recommending types of furniture and equipment to be purchased and the bases for allocation of new equipment to schools.



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In connection with the elementary curriculum co-ordinators regularly serve as consultants to the committee and individual teacher opinion is sought as a basis for each recommendation. All school requisitions for outside purchase of equipment must be approved by the elementary curriculum department.

At the secondary school level, similar procedures are followed. All purchases must be approved by the head supervisor in the area concerned. School requisitions for outside purchase of equipment must be cleared through the secondary curriculum department.

It is the policy of the purchasing department to keep each school posted on the progress of its requisitions for major items of equipment. If there is to be a delay in delivery, the school is immediately notified.

A continuous inventory of equipment is maintained by the use of punch cards. No equipment

may be moved from one school to another without a requisition. Such an inventory makes it possible to balance furniture and equipment from classroom to classroom and from school to school, and to spot excess equipment and get it back in stock. During the period of wartime shortages, the continuous inventory was of great value in locating equipment which was unused at one site and very much needed in another.

#### NEW GRADE EXPERIMENT IN READING

In Centralia, Ill., under the direction of Supt. W. E. McAllister, an intermediate grade experiment in grouping for reading is being tried out this year. The administrative department has obtained the services of the education department of Greenville College in conducting a study of the intermediate reading program. Formerly, all children in a single grade were taught in one

reading group. This year three procedures in grouping are employed in an attempt to discover which produces the most desirable changes in children.

Under the plan, all fifth grades in the city schools are participating in the study. Three types of grouping are used: (1) the grade group; (2) the homogeneous groups within each grade, with varying material for each grade; (3) social groups, with each child reading around a unit subject from material which he has obtained about the phase of the subject under study. The program involves not only changes in reading ability, but also work habits, problem-solving ability, and developments in personality in an attempt to evaluate these three methods of grouping the work is being carried on by the teachers with the aid of a consultant, Miss Elva Kinney, of the Greenville College staff.

#### SCHOOL PROGRESS IN ELGIN

During the school year 1947-48 seven independent school districts were annexed into the Elgin, Ill., system.

A community college program has been inaugurated this year, with two years of junior college work, and an expanded adult education program.

A plot of 15 acres has been obtained from the city on a fifty-year lease. It has been converted into a playground and recreational area.

The school board has installed an FM radio station, which is to be used for educational purposes. The station will be in operation shortly.

The program of special education has been expanded and improved this year, with the employment of a full-time psychologist, two psychiatric consultants, three speech correctionists, and a director of child study. The board has provided space for deaf and hard-of-hearing pupils, sight-saving classes, and orthopedic work.

#### PLAYGROUND RESURFACING PROGRAM AT EAST CHICAGO, INDIANA

For several years it has been the practice of the school maintenance department of the public schools of East Chicago, Ind., to black-top as much of the elementary school playground areas each year as budgetary limitations permit.

During the summer of 1949 the south half of the Harrison playground and a 100-ft. strip of playground area south of the Franklin School were resurfaced with asphalt or black-top covering.

Several advantages have been claimed for such a surface. It is an "all-weather" surface, in that it drains in a half hour or so after a storm, and it can be used all year long. It is similar to our transcontinental highways—the specifications are almost identical—and the surface is such that snowplows can easily clear away the residue of storms.

The surface consists of one half inch of seal-coat over two and one-half inches of asphalt mix, laid on two inches of crushed stone. The resultant "soft" pavement is graded to provide good drainage.

#### NATIONAL COUNCIL OF STATE SCHOOL OFFICERS WILL MEET

The National Council of Chief State School Officers will hold its annual meeting at Buena Vista Hotel, Biloxi, Miss., December 7-10. State Supt. J. M. Tubb, of Mississippi, will give the address of welcome. Among well-known educators who will appear on the program are Dr. Earl James McGrath, U. S. Commissioner of Education; Dr. Willard Givens, executive secretary of the National Education Association; Dr. Ray L. Hamon, chief of the Schoolhousing section, U. S. Office of Education; and Dr. Hugh R. Masters, educational director of the Kellogg Foundation, Battle Creek, Mich.



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## PERSONAL NEWS

► FLOYD A. HINES is the new superintendent of schools at Connersville, Ind.

► RALPH AREHART, of Greeley, Colo., has entered upon his duties as superintendent of schools at Gill, Colo. He succeeds Edwin Marteney, who has accepted a position in the Arizona schools.

► JOSEPH P. LOJKO has accepted the superintendency in the town of Griswold at Jewett City, Conn. He succeeds Charles P. Lawrence, who has accepted a position in the Connecticut State Department of Education.

► SUPT. JOHN D. RICE, of Aberdeen, S. Dak., has been re-elected for a new three-year term, with an increase of \$1,000 in salary.

► MILLARD MCCREA, of Harvey, N. Dak., has taken the superintendency at Valley City.

► DOUGLAS OGLESBY, of Jamestown, N. Dak., has accepted the superintendency at Sutton.

► CLIFFORD SOLOM, of Twin Valley, Minn., has entered upon his duties as superintendent at Neche, N. Dak.

► SUPT. C. C. THOMPSON, of Harvey, Ill., has announced that he will retire July 1, 1950, after the completion of 15 years' service in the school system. He also was superintendent for nine years at Stratford, Conn., and for six years at Meriden, Conn.

► KIRK E. NAYLOR, of Eskridge, Kans., has taken the superintendency at Phillipsburg.

► B. L. HUDTLOFF, of Strahan, Iowa, has taken the superintendency at Kamrar.

► ALVIN NORLIN, of Camden, Mich., has assumed his duties as superintendent of schools at Imlay City.

► SUPT. HAROLD M. STAUFFER, of Chapman, Neb., has been re-elected to head the city schools for next year.

► SUPT. D. D. KIRKLAND, of McAlester, Okla., has been re-elected for his ninth year. Mr. Kirkland completed thirty years in the school field last spring.

► E. W. OZIAS is the new superintendent of schools at Mt. Union, Iowa.

► F. E. MELOY has assumed the duties of superintendent at Milton, Iowa.

► WILSON NEW has assumed his duties as superintendent at Knoxville, Tenn., where he succeeds Tom C. Prince.

► The school board of Cambridge, Mass., has voted to increase the salary of Supt. John M. Tobin from \$8,500 to \$12,000, making him the second largest paid official in the city's service.

► HAROLD F. RAND is the new superintendent of schools at Melrose, Mass.

► JOHN CUSHMAN has assumed his duties as acting superintendent of schools at Joliet, Mont. He replaces Supt. Charles Johnson who is on a year's leave of absence to regain his health.

► H. D. JENSEN, of International Falls, Minn., has accepted the superintendency at Winona.

► O. C. VARNER has been elected acting superintendent of schools at Mount Ayr, Iowa, to succeed the late Hugh Steele.

► JOSEPH C. RICE, of Frankfort, Ind., has accepted the superintendency at Elkhart. At Elkhart, Mr. Rice succeeds Dr. H. H. Church, who has resigned to join the staff of the College of Education of Indiana University.

► S. M. WOODRUFF, formerly principal of the high school at Frankfort, Ind., has succeeded J. C. Rice as superintendent of schools for the school year 1949-50. Mr. Rice has accepted the superintendency at Elkhart.

► After a service of 41 years, DR. ROBERT T. BAPST retired from the superintendency of Buffalo, N. Y., on October 1. Dr. Bapst, who was elected to the superintendency in 1935, had served successively as principal of an elementary school, principal of the South Park High School, and associate superintendent in charge of high schools.

► SUPT. ARNOLD CARLSON, of Scottville, Mich., has been re-elected for his twenty-second consecutive term. He has been head of the schools since 1935.

► JOHN B. QUINN, for 36 years chief attendance officer of the St. Louis board of education, died September 29 at DePaul Hospital, after a short illness. Mr. Quinn entered the school system as an instructor in the Central High School. In 1905 he accepted the position of chief attendance officer, a position which he held until 1941. He remained on limited service in a teaching position until he retired in 1945.

► J. O. MILLER is the new superintendent at Blackburn, Mo.

► GEORGE H. LANDGRAF, 80, former assistant state superintendent of public instruction for Wisconsin, died at Madison, September 29. Born in Fort Atkinson and graduated from the University of Wisconsin, he taught in rural schools, was superintendent in several communities and entered the state service in 1920. From 1923 until March, 1945, when he retired, he supervised the graded (elementary) schools.

► The school board at St. Louis, Mich., has reorganized with Dr. A. DEAN HOBBS as its president. R. L. WILSON was named secretary.

► MRS. OTELEA ALDRICH has been elected secretary of the school board at Moore, Okla.

► A new five-man school board has been elected at Ketchum, Okla. The new members are DALE HUNT and CHARLEY RENO. The board reorganized with BUCK WOOLERY as president, and DALE HUNT as vice-president. O. L. EPPERSON was named clerk.

► The school board at Nampa, Idaho, has reorganized with the re-election of BERT STONE as president for a three-year term. JOHN BRANDT was elected vice-president, and MISS CLARABEL CASLER was named clerk.



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### FORESIGHT IN PLANNING PHILADELPHIA SCHOOL

(Concluded from page 45)

teria and boiler room, is above grade and has full exterior lighting windows. The two story building is designed so as to relate to the plot for proper orientation of lighting and maximum play area.

Economy from an initial cost and maintenance standpoint was achieved by the use of such materials as aluminum windows which are easily kept in good condition and do not have to be painted.

Construction features were carried out into the design of the exterior of the building. The exposed concrete beams were developed into hoods as protection over the windows. In the winter the hoods will act as rain and snow shields while in the summer they will serve as sun shades.

While the window sills are precast concrete, the exterior main mass of the building will be of light colored brick with terminating masses in dark contrasting brick. The joints of the dark brick will be continuous both vertically and horizontally. Brick will be used in this way to break up the monotony of the strip windows.

### SCHOOL BUILDING EXPANSION IN AGAWAM, MASSACHUSETTS

(Concluded from page 48)

have provided for setting these areas apart from the rest of the building, when desirable.

It is made up of six classrooms, larger than the rooms of most buildings of recent years, and based on the premise that there should be at least close to 30 square feet per pupil. There is space for the completion of three additional rooms on the lower level, a Boy Scout or utility room, storage, offices, etc. The auditorium is designed to seat comfortably about 300 persons, and has a spacious stage for school dramatic programs. The lunchroom on the lower level will seat comfortably 150-175 persons at each feeding. Ample provision is made for receiving, storing, preparing, serving, and cleaning foods.

The building is so designed and placed that there is ample opportunity for the future expansion of the plant. The furniture for the lower grades is light in weight and color, easily cleaned, and readily moved. The chairs and tables are spaced so that they may be used independently. In the middle and upper grades, there is movable furniture of the combination and attached type, also light in color.

#### Schools as Memorials

The school committee policy recently developed has been to establish each school, in so far as is advisable, as a memorial to some individual who has demonstrated a keen interest and who has made a contribution to the schools through long public service.

The school shown here will be dedicated to the late Clifford M. Granger, who, for over 35 years, served as a member of the school committee, and who played a large part in the laying of the foundation of instinctive ideas leading to the completion of the school.

#### Community Style of Architecture

Agawam is developing a very interesting community style of architecture under the craftsmanship of Paul B. Johnson, Springfield, Mass., the architect of the Clifford M. Granger School, the Benjamin J. Phelps School, and of various other town buildings.

#### NEWS OF SCHOOL BOARD OFFICIALS

► CINCINNATI, Ohio. The school board has created the position of school building construction inspector with the appointment of OSCAR T. EGOLF.

► SUPT. A. C. SENOUR, of East Chicago, Ind., has been appointed a member of the General Commission of the State Board of Education.

► CHARLES KERRY has assumed his duties as administrative assistant to Supt. A. J. Katzenmaier, in School Dist. No. 64, at North Chicago, Ill.

► WALTER DIX has been elected president of the board at Caldwell, Idaho. L. P. REMSBERG was re-elected vice-president, and MRS. MARGARET GIPSON was named clerk-treasurer.

► The school board at Atchison, Kans., has re-organized with WILLIAM STANTON, JR., as president; FRANK G. TODD as vice-president; and MISS AUGUSTA WEINMANN as clerk.



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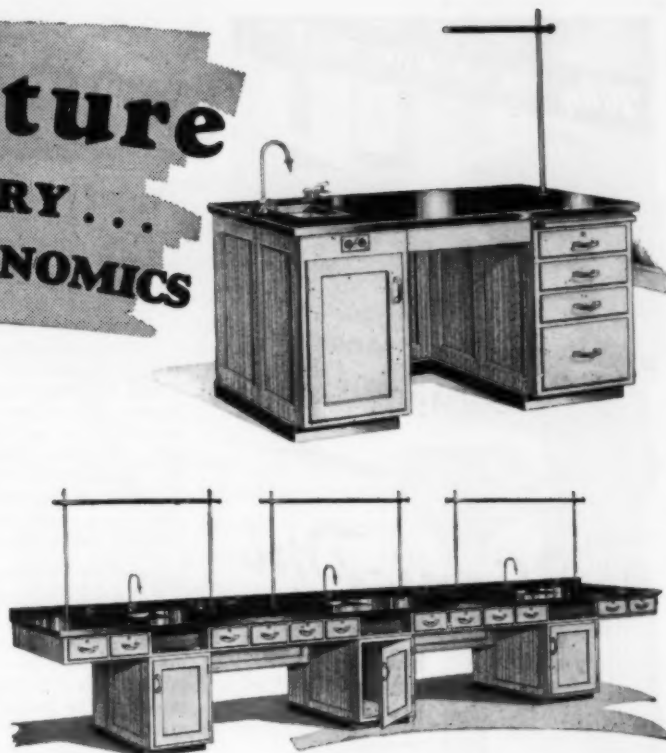
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Single stems used for continuous rows. No mounting plates needed for attaching directly to ceiling!

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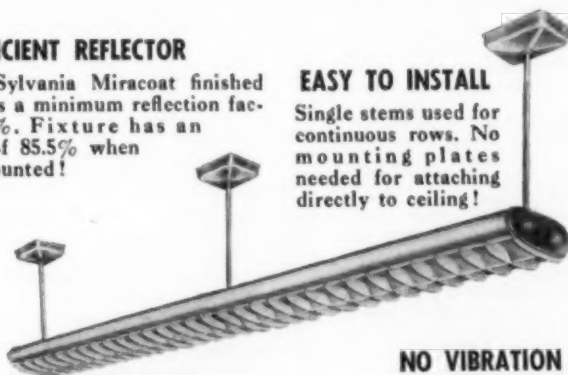
Plastic side baffles simply lift out. Exclusive reflector spring latches at both ends of unit release entire reflector and louver assembly for easy lamp replacement and cleaning!

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### The American School and University, 1949-50

Twenty-first Annual Edition. Cloth, 760 pp., \$4. American School Publishing Corporation, New York 16, N. Y.

This latest edition of *The American School and University*, which is devoted to the design, construction, and equipment of educational buildings and grounds, lists and describes a number of school buildings erected during the year 1948-49. It contains articles on school building planning by a number of well-known architects, school officials, and others interested in this subject. There is a manufacturers' product index, a distributors' directory, a department on maintenance products and buses, and cumulative indices on editorial subjects and authors.

### Large-City Finances in 1948

Bulletin G-CF48, No. 3, September, 1949. Bureau of the Census, Washington, D. C.

This report includes a special study of the major changes in the financial status of the 37 largest cities in the United States. It includes tables of the property taxes collected, as well as sales taxes, aid received from other governments especially states, general expenditures, and debt status at the end of the fiscal year.

### Estimating Future Public School Enrollments

Prepared by Paul A. Hedlund. Paper, 11 pp. Published by the Division of Research, of the State Education Department, Albany, N. Y.

This pamphlet, prepared by several members of the State Education Department, aims to provide a simple and understandable tool with which local school districts may estimate public school enrollments for the next 10 to fifteen years. The committee, as a result of its work, suggests two methods for estimating enrollments: (1) estimating the school-age population of the district by estimating how many children of school age will reside in the district in any given year and checking on children who will not be enrolled in any school; (2) estimating enrollment directly from the district's past enrollment experience and from birth trends in a comparable area. Sample work sheets and directions for use are given for the benefit of school administrators.

### The Elementary Program Designs a New School

Compiled by James Lewis. Paper, 20 pp. Published by the board of education, Dearborn, Mich.

This booklet, prepared by Superintendent Lewis, explains to school patrons how the elementary program of instruction is reflected in the design of the new elementary schools. The elementary school program, as developed by the work of the school staff, is the blueprint for the new schools being constructed in Dearborn.

### Planning Junior Colleges

Compiled by Chairman George H. Bell and Cochairman Henry Wright, of the California Junior College Committee. Published by the Department of Education, Sacramento 14, Calif.

A report on the work of the Junior College Plant Committee in its work of surveying the present plant facilities of the junior colleges and the sponsoring of studies on building space and costs, and the facilities required for terminal and vocational education.

The project was a co-operative one in which junior college administrators and school architects of the state gave valuable assistance. The committee made use of the *Guide for Planning School Plants*, published by the National Council on Schoolhouse Construction.

### A Study of Public School Building Needs in Ravenna, Ohio

By John H. Herrick, E. B. Sessions, John O. Niederhauser, and T. C. Holy. Paper, 71 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

A report of a survey of school building needs covering (1) population, (2) residential growth, (3) the school program, (4) trends in school enrollment, (5) evaluation of school plant, (6) ability of the school district to provide a school plant, and (7) status of Ravenna in respect to various financial factors presented in comparison

with other Ohio cities. The city houses its schools in a centrally located high school and three elementary buildings, all of which contain good features as well as poor ones.

The junior high school building is located close to the center of the city and is readily accessible to all the pupils living in the district. Except for the fact that it is close to the business section, the environment is excellent. In general, the classrooms are adequate but the special rooms are poor.

The three elementary buildings are crowded, old, and constructed of non-fireproof materials. Many of the classrooms are unsatisfactory for present use, and in one case there is a distinctly unsatisfactory condition. The artificial lighting is poor and the heating plants are inadequate and in need of considerable improvement.

The survey recommends that additions be erected to two of the elementary schools to provide additional classroom space and rooms for assembly, physical education, library, and service purposes. The oldest building, the Chestnut School, should be replaced by a new building, to be located on a new site, with provision for all necessary facilities for a modern elementary school program.

The high school building is in need of an overhauling to provide better lighting and special facilities. A separate building to house the shops and the music department are needed.

The survey recommends that the 6-6 type of organization be continued. Much improvement could be made in the elimination of fire hazards and a program of periodic inspections should be instituted. Competent architectural and educational consultant planning services should be utilized in the planning of new buildings and major alterations. The entire program is well within the financial ability of the school district.

### Directory of Secondary Schools in the United States

Prepared by Mabel C. Rice, Margaret J. S. Carr, and Grace S. Wright. Paper, x-496 pp., \$1.50. U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

A complete directory showing accredited status, enrollment, staff, and other data pertaining to high schools in the United States for the year 1948.

### Pupils' Day in Court

Paper, 8 pp. Compiled and issued by the Research Division of the National Education Association, Washington 6, D. C.

A report listing nine legal decisions in 1948 involving pupils, classified according to subject matter.

### The School Teacher's Day in Court

Paper, 20 pp. Compiled and issued by the Research Division of the National Education Association, Washington 6, D. C.

A listing of 38 court actions in 1948 involving public school teachers, and reported in 12 states and Hawaii. The decisions are classified under the headings of appointment, salary, dismissal, tenure, retirement, and personnel problems. The material includes largely cases of dismissal of teachers and salary controversies.

### Trends in City School Organization, 1938-1948

Paper, 39 pp. Bulletin No. 1, February, 1949. Published by the Research Division, National Education Association, Washington 6, D. C.

An overview of selected practices in school organization in city school systems. It indicates the scope of city school programs—the administrative units, or divisions; the grade groupings; the existence or absence of various special schools; the departments and services; the length of the school year; the class size, etc. The statistics divide city school systems according to size and region, number and per cent of schools and pupils enrolled and extent to which various administrative divisions are used in city school systems.

### Safety in Sports

By Don Cash Seaton. Cloth, xviii-415 pp., \$4.50. Prentice-Hall, Inc., New York 11, N. Y.

"Sports and athletics are responsible for more accidents and injuries than any other activity in the school program. Approximately one half the injuries are unnecessary."

The present book is based on the two facts just cited. The work which includes practically every form of games and physical activities on the elementary, secondary, and college levels, discusses the nature and extent of injuries and outlines a comprehensive plan for administrative and teaching procedures that will provide the safest possible conditions. A very valuable chapter is devoted to making the school plant, particularly the gymnasium and playground, safe in construction, equipment, and finish. The author is very blunt in condemning unsafe practices and definitely helpful in arguing for entirely safe practices imposed by the board of education and the professional school executives.

The book is one which deserves to be a part of the working library of the superintendent of schools, as well as of the directors of physical education and athletics.



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## THE SOCIAL COMPOSITION OF LOUISIANA PARISH SCHOOL BOARDS

(Concluded from page 19)

of insurance carried, annual income, and the amount of real estate owned in addition to the home show that the board members are of a select group as far as economic status is concerned. This is not unusual in view of the fact that success in economic competition involves certain qualities that could be most desirable in relation to school leadership.

The educational background of the Louisiana school board members compares most favorably with that of school board members throughout the United States. Their formal training indicates that they are educated to their intellectual and moral responsibilities. The data show that younger board members tend to have better educational qualifications than older members. Improved educational facilities throughout the state combined with the compulsory attendance law would partially explain this trend.

Because of his recreational and social interests, the typical board member is not only active in his capacity as a public school official, but also as an interested member of his community. Participation in school affairs is essential; participation in community activities is also necessary,

for it is a factor in the establishment of a well-rounded school program.

A glance at the board members' hobbies, reading habits, favorite sports, and religious activities reveals a diversity of interests that make for a well-rounded individual.

Attention also must be directed to the fact that board members throughout the state welcomed the study. Their co-operation was wholehearted and they willingly submitted themselves to study and critical analysis. The Louisiana board member is well fitted to serve society in his official capacity.

## OUR SCHOOLS' IRON CURTAIN

(Concluded from page 20)

the case. Take the above mentioned correlation, for example. Correlation means relationship. Bisenial correlation simply means a coefficient of correlation between a two categorized variable and continuous variable, assuming that the dichotomized variable is in reality continuous and normally distributed, although expressed in only two degrees: Is that clear, Mrs. Jones? Excuse me, I only wanted to know how Johnny was making out in school.

## Lifting the Curtain

The sooner we retire some of our many correlations, articulations, assignments, scales, attitudes, developments, differen-

tials, functionalisms, and about ninety per cent of the other fourteen thousand words, the sooner shall we be freed from the self-imposed iron curtain and move toward the school's great objective in a democracy — that of guiding (using the best few of the present 39 types of guidance) and preparing boys and girls (all of the 41 types) to grow up (considering all the 26 varieties of growth) and become useful and worthy American citizens.

## THE ADMINISTRATOR AND DEMOCRATIC SCHOOL PRACTICE


(Concluded from page 31)

the administrator might want to discuss with individual teachers some of the practices about which there is some question. If anonymous teacher ratings are obtained, attempts could be made to see why a large number of teachers rated the administrator differently from the way he rated himself. This procedure would serve as a check on self ratings.

Use of the *Education Index* and the *card catalogue* of a professional library is always a healthy approach to professional improvement and is strongly recommended in this case.

In conclusion, let us emphasize that one cannot live democracy without thinking about it. Equally important is the fact that we need more "do democracy," more practicing democracy, if our professions of democracy are to be real.

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### BUILDING NEEDS OF SAN FRANCISCO'S ADULT EDUCATION PROGRAM

(Concluded from page 36)

all rooms should be confined to two floors, or an elevator must be provided.

Although specialized rooms and equipment are needed in this center, there is no reason why a building need be constructed primarily to house these activities, for an abandoned school or an unused section of a centrally located day school could be adapted to the purpose. In fact, there is some advantage in housing this type of instruction in a building where class activity will not be limited because of the danger of damage to the building—it should be possible for adult classes to paint murals on the walls, install false partitions as needed, convert a gymnasium into a little theater, and modify other building features when necessary.

The building to house the activities listed can well become a center of cultural activities for the city. Space should be provided for exhibits in the lobbies and corridors—pinning space, glass cabinets, and so on being made available. Perhaps a room should be set aside as a permanent exhibit room, for student work and professional exhibits. Professional artists should be brought in for lectures and should be encouraged to use the facilities and join with students in making this a center for creative activity. The program should be sponsored and guided by a committee of qualified citizens so that it may become truly a community project.

### THIRTY-FIFTH CONVENTION OF SCHOOL BUSINESS OFFICIALS

(Concluded from page 40)

Rochester N. Y.; vice-president, Thomas W. Clift, business manager, Atlanta, Ga.; secretary-treasurer, Harley W. Anderson, Kalamazoo, Mich.; directors, John W. Brown, Elizabeth, N. J.; Rufus A. Putnam, Minneapolis, Minn.; A. A. Knoll, Long Beach, Calif. (ex-officio).

The 1950 convention will be held in Chicago, and the 1951 convention in Toronto, Ontario.

#### The Resolutions

In its resolutions the Association expressed its sorrow over the death of John A. Manley, Louisville, and other members of the Association. The general principle of federal aid for schoolhouse construction and equipment was endorsed where emergency needs exist and local school districts are unable to meet necessary outlays. The good work of the U. S. Office of Education in the field of school business administration was recognized in a final resolution which further requested that the services of the Office be expanded to more fully help local authorities in the solution of building, purchasing, and other problems.

#### GENERAL SCHOOL BOARD NEWS

► Sheridan, Wyo. The school board has adopted a rental policy governing the use of the school auditorium. Nonschool groups may rent the auditorium for a fee of \$25 to cover the cost of utilities and janitorial service; a \$50 fee will be charged if admission is collected.

► Waterford, Wis. The high school board has continued its rule against noon-hour automobile driving by students for the 1949 school year. It is expected that fewer students will drive this year due to the free bus transportation provided by the board.

► Texarkana, Tex. The school board has authority to expel or suspend any high school student affiliated with a fraternity, sorority, or secret society, according to a ruling of the state attorney general.

► Leavenworth, Kans. The old Harvey Home, for many years the home of Fred Harvey, originator of the Harvey railroad restaurants, has been given to the board of education by the board of directors of Cushing Memorial Hospital. The building will house the offices of the board, its files, and some classrooms for the vocational department.

► School boards in Arkansas may replace their officers for cause at any time, according to a ruling of Attorney General Murry of Texas. The board at Little Rock elected a new president at a regular meeting which the then president did not attend. The former president contended the election was void since he had not served his full term.

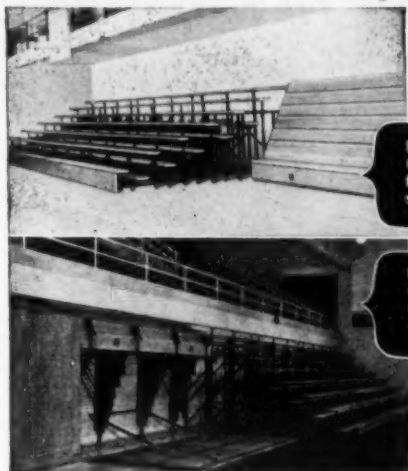
► The school board of the Union Free High School District at Wilmot, Wis., has approved a plan to increase the size of the board from three to seven members. The proposal will be presented for the approval of the school district at the annual meeting in January, 1950. The district was enlarged last summer to include all territory in Kenosha county west of Highway 41 not previously in any high school district.

► Fort Wayne, Ind. The school board, in cooperation with the board of park commissioners, has established a new community recreation center at the Adams School. It is planned to utilize the facilities of the gymnasium, two rooms, and hallway on the first floor for a complete program during the fall and winter months.



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### SCHOOL BOARD ASSOCIATIONS

(Concluded from page 56)

the feeling of almost every school superintendent present that it was a red-letter event for education in Indiana."

James F. Brownlee of Fairfield, Conn., vice-chairman of the new National Citizens Commission for the Public Schools which was announced last May, with Roy E. Larsen, president of Time Incorporated, as chairman, called at the N.S.B.A. office to discuss plans which the Commission is developing to communicate with boards of education as a means of establishing effective co-operative relationships. Local boards or state associations receiving inquiries direct from the Commission are urged to give them prompt and earnest consideration. This group of laymen is in a position to render immense service to public education by stimulating an awakened understanding among the people of America as to the significant opportunities in a broadened educational program. Originally, 27 members of the Commission were announced, and there has been a recent addition of 15 designed to provide a better geographic distribution over the United States. Ultimately, there is to be a total of sixty members, all acting as individuals, but representing in their backgrounds and experience every important phase of American life. The Commission is officed at 2 West 45th Street, New York 19, and the executive director is Henry Toy, Jr.

#### A Code of Working Relationships

It is generally agreed that each local board of education should reduce to writing a brief, specific statement of its working procedures, policies, and principles. Yet all too many boards have either never done this or are relying on some code

that is out of date and inadequate to present needs.

Not long since, the national executive secretary heard that an outstanding school board code had been developed in the city of Midland, Mich. A letter to Superintendent Ernest R. Britton brought a prompt reply and a copy of the Code neatly mimeographed and bound in a loose-leaf tagboard binder. The short title is "How Midland Schools Work," with a subtitle which states that this is "The Code of Working Relationships for Officials and Employees of the School District of the City of Midland."

Mr. Britton wrote that this "handbook," as he calls it, represents "the composite findings of several committees made up of school board members, teachers, laymen, and others interested in finding a common area upon which to stand in the matter of working relationships in school work." He also pointed out that, while other boards and school systems may find suggestions in the Midland Code, the chief value of any such document lies in the way in which it is developed to meet the local situation, and in the growth of understanding in those who work to produce it.

The Midland board of education has been generous in providing for additional supplies of this "Code" as news of its value has spread and requests for copies have come from near and far. Superintendent Britton wrote in this connection, "Distribution of this handbook is quite wide. Copies have been requested by a large number of the education departments in teacher training institutions throughout this country. They have also been used in the educational reconstruction programs in Japan and Germany. Also copies have gone forward to the University of Melbourne, Australia, and to a delegate of the government of Ceylon. More than 200 have been requested by school boards and school officials on the local levels. I am amazed at the number

of requests for it and do not have an answer to the question of 'why' so many requests come in. You may feel free to use this material at your Atlantic City meeting or elsewhere as you may see fit."

The most significant thing about the Midland Code is its simplicity and definiteness. This is well illustrated by the striking four-point introduction which is given under the quoted title "Our Frame of Reference," an expression borrowed from the pedagogues of the day. But there is no pedagogue or ambiguity in what follows:

"It is believed that in establishing and supporting a school system for all the children of all the people, society wants the school as a public institution to provide in so far as possible:

"1. A well-qualified and efficient corps of teachers of such character that if a child should become like any one of the teachers, the parents and others would still be proud of the child.

"2. Physical plant and equipment adequate to meet the most exacting needs of every learner, the like of which separate families could not provide.

"3. Experiences for effective learning the like of which the best home alone could not provide.

"4. An educational leadership which courageously and ably leads to continuous school improvement."

► J. O. MILLER is the new superintendent at Blackburn, Mo.

► LAWRENCE A. WALKER has succeeded O. K. Moe as superintendent of schools at Dillon, Mont.

► HOWARD J. McNAUGHTON, superintendent of schools at Orange, N. J., died suddenly in his office on September 22 after a heart attack. Mr. McNaughton was a graduate of New York University. He had served the Orange schools for forty years, as teacher, principal, and superintendent.

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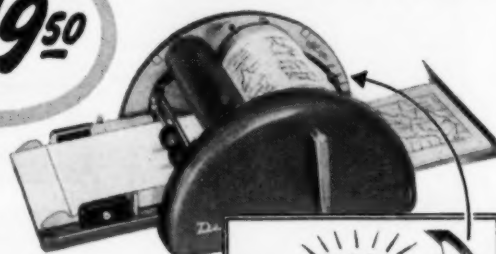
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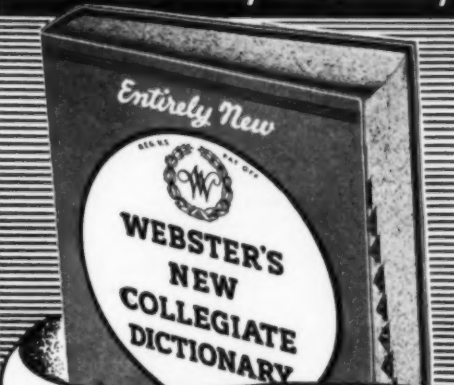
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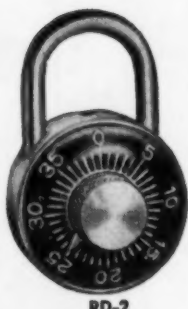


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## NATIONAL SCHOOL CONSTRUCTION COUNCIL MEETS

With an attendance of more than 100 state and city school building executives and architects, the National Council on Schoolhouse Construction devoted three days, October 13-15, at Indianapolis, Ind., to the consideration of technical and legal problems in school architecture.

President James L. Graham built the program around five leading problems: (1) the federal legislative situation and state legal plans for school construction assistance; (2) the development of a statement of standards in school-plant modernization and rehabilitation to form a new chapter of the "Plant Guide"; (3) democratic procedures in comprehensive school-plant planning; (4) the functions of architects in long-range school-plant programs; (5) research in school-plant development.

### State Aid Plans

Reports on state aid plans for supplementary local funds developed the fact that 21 states have laws in effect. These vary from permanent plans like those in Florida, New York, and Massachusetts to clearly emergency type plans in California, Kentucky, and Maryland. Again the plans contemplate aid to all districts as building aid, while other plans, e.g., Missouri and Massachusetts, seek the improvement of education through district consolidation.

### Research Projects

The Council heard accounts of two research projects in schoolroom planning and construction. At the Texas Agricultural Experiment Station, Architect William W. Caudill has constructed a revolvable building measuring 30 by 30 ft., with a 14-ft. ceiling. This building will be variously treated to determine a balanced environment that will be simultaneously satisfactory for light, air, and sound. Ceiling heights and slopes, fenestration patterns, artificial light arrangements, heating and ventilation—all will be studied in varying combinations and orientation. At the University of Michigan, Prof. C. T. Larson is heading up a research in the application of a flexible system of construction in which steel units are used to make floor and ceiling trusses and wall supports that can be combined to make buildings flexible, expandable, safe, demountable, and salvageable. Modular design, radiant heat, and low cost materials it is expected will enable school boards to make important economies of time and operation costs.

### Scope of Council Work

The National Council is apparently not to extend its activities into the field of school-plant operation and maintenance. It did receive and approve for further study a new chapter for the Guide, prepared by Dr. N. E. Viles, of the U. S. Office of Education, outlining the basic principles of school-plant modernization and rehabilitation. While it was pointed out that the daily experience in cleaning, heating, and carrying on other maintenance operations deserve to be used in planning and equipping new buildings, the Council held off for further study plans for an organized study and specific standards in this aspect of plant administration. The new standards for enlargement and remodeling old buildings will be subjected to minute scrutiny at the 1950 meeting when the entire "standards" statement is to be revised.

### Co-operative Plant Development

The discussion of democratic procedures in long-range school-plant planning brought before the Council a significant summary of principles by J. T. Campbell, of the State Education Department, Tallahassee, Fla. He held that (1) democratic school-plant planning requires that as many groups as are affected participate in the projects; (2) there must be belief in the validity of the democratic principle and in its tradition; (3) it is essential that there be sound organization with the superintendent as chief executive; (4) the school executives must be responsible and must have authority to make decisions, including the right to make mistakes; (5) the plan

must educate school patrons and taxpayers to know what may be expected of a good school program and what is needed to implement the program; (6) all who use the buildings must have a chance to express their desires and opinions; (7) the best expert help from the state school department and universities is necessary to assure success; (8) the services of skilled architects and builders must be obtained; (9) the plans for the use of the buildings must contemplate full realization of services; (10) a perfect democratic approach is not possible but can be worked for.

Prof. M. R. Sumption, of the University of Illinois, outlined the very effective plan used by the School of Education in conducting school-plant surveys and setting up building programs with a citizens' central committee as the nucleus for the study. At Danville, Ill., some 500 citizens participated, in addition to a central committee of 15, with the result that the community literally wanted the school board to buy the building program. Dr. A. M. Proctor, in discussing the "tax-payers' angle" of a democratic school-plant program urged that a community which can afford only comfortable working clothes should not buy a dress suit school building program.

### The Federal Aid Situation

E. J. Braun and Ray L. Hamon reported for the legislative committee that 43 bills have been introduced in Congress providing some form of federal aid for schoolhouse construction. The most acceptable bill, would set up 100 million dollars to be spent under the supervision of the U. S. Office of Education and the State Education Departments and would require approval of both the educational advisability and of the actual plans for a structure. A bill to provide aid for advance planning of school buildings under Federal Works Administration is awaiting the President's signature.

### AIA Committee Condemned

The preliminary statements of a Committee of the American Institute of Architects, which proposes that it is the function of the architects to make long-range school-plant surveys and to formulate the programs and carry on the strategy for putting them into effect, was sharply criticized on Saturday morning. It was pointed out that the activities which the architects propose to take over are primarily educational, the responsibility of the local school administration. These activities should be headed up by the superintendent and the school board. The studies must be carried on impartially to best advantage of the total community by competent people in the field of education, community planning, school finance, etc. The architect should come into the picture early, but his activity should be limited to his special field of translating indicated educational needs into plant plans. A committee was finally appointed to discuss the problem with the AIA committee and to make the Council's point of view clear.

Delightful highpoints in the program were the remarkably complete and informational account which Architect J. A. G. Easton, of Toronto, gave of the deplorable postwar school-plant situation in 11 European countries; the witty summary by J. E. Garland of a state-wide project which the Florida State Education Department is carrying on to raise the quality of planning by the architects of the state; the forward-looking plan developed by Architect J. A. Higgins for saving school moneys in a declining building market.

### The New Officers

The Association elected as its officers for 1950: president, I. O. Friswold, St. Paul, Minn.; vice-president, A. M. Proctor, Atlanta, Ga.; secretary-treasurer, Prof. W. D. McClurkin, Nashville, Tenn.; executive committee: J. L. Graham, Tallahassee, Fla. (ex-officio); Guy E. Wiley, Milwaukee, Wis.; Seymour Williams, Trenton, N. J.; Arthur E. Chapman, Richmond, Va.

The 1950 convention city will be Miami, Fla. The dates have not been fixed.



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## NEW SUPPLIES AND EQUIPMENT

### NEW SPECIFICATIONS FOR FLOOR FINISHES

New specifications covering finishes for hardwood floors have been announced by the Maple Flooring Manufacturers' Association.

The 1949 specifications which have already become official, establish standards for finishes for both heavy duty and gymnasium floors and are designed to give users of these products the benefit of technological improvements made in recent years. Products found to meet the specifications when tested are placed on the MFMA approved list and are sold as approved products.

A copy of the specifications can be obtained by writing to the *Maple Flooring Manufacturers' Association*, 46 Washington Blvd., Oshkosh, Wis., or to *Foster D. Snell, Inc.*, 29 West 15th St., New York 11, N. Y.

For brief reference use ASBJ—01101.

### NEW AMPRO MAGNETIC TAPE RECORDER AND PLAY BACK UNIT

New type magnetic tape recorder and play back unit, offering unusual lightweight, portability, and compactness, at a new low price, has been announced by the Ampro Corporation.

Based upon a new electronic circuit, which reduces size, weight, and cost, the new Ampro Tape Recorder is the first complete recording unit selling at only \$94.50. In spite of its low price and operating economy, this new tape re-



The Ampro Wire Recorder is readily transportable.

corder offers every essential feature of recorders selling at much higher prices, plus new and exclusive features. It weighs only 15 pounds, and its overall size is 8 by 11 inches. A special feature is a monitoring system, permitting presetting at the proper level before starting to record from radio or phonograph. A three-way recording system permits "live" recording through the microphone and through the radio or phonograph.

Full details and specifications can be obtained by writing to *Ampro Corporation*, 2835 N. Western Ave., Chicago 18, Ill.

For brief reference use ASBJ—01102.

### NEW BROCHURE ON FM RADIO CENTERS

A new brochure, describing the establishment of FM radio centers in high schools and colleges, has been announced by the General Electric Company.

In addition to specifications for layouts, the brochure suggests types of programs to be presented by high schools and colleges. Three basic layouts are suggested. Plan 1 shows a 10-watt station and lists the technical equipment needed. Plan 2 illustrates a more elaborate 10-watt station, while Plan 3 suggests equipment necessary for a 250-watt station.

A copy of the bulletin may be obtained by writing to the *Advertising Division, General Electric Company, Electronics Park, Syracuse, N. Y.*

For brief reference use ASBJ—01103.

### NEW FILM ANNOUNCED

A new motion picture devoted to education has been announced by the March of Time. It is entitled, "The Fight for Better Schools" and is intended to increase interest in the public schools. It tells how one county—Arlington, Va.—has revitalized its schools. It traces the action which an aroused community took to get new laws, and shows how a bond issue was passed, how new teachers were employed, and new schools constructed.

The 16 mm. film is available through the March of Time Forum edition of nontheatrical showings. For information write to *Marjorie Harker, March of Time*, 369 Lexington Ave., New York 17, N. Y.

For brief reference use ASBJ—01104.

### NEW TRANE CONVECTOR-RADIATOR

A convector-radiator, specifically designed for installation under picture windows, has been announced by the Trane Company, La Crosse, Wis.

The new units which fit snugly under picture windows, provide a blanket of warmth over the expanse of glass, and neutralize drafts at their source. Three models are available—free standing, semirecessed, and fully recessed, in lengths up to 88 inches. The units are 12 inches high, in 4-, 6-, 8-, and 10-inch depths, are of universal types, and suitable for either steam or hot water heating systems.

For complete information write to the *Trane Company, La Crosse, Wis.*

For brief reference use ASBJ—01105.

### IMPROVED VOIT XB20 BASKETBALL

The W. J. Voit Rubber Corporation has announced a new cold rubber custom basketball as an addition to its line of Voit athletic balls. The new ball is made of a new government synthetic, produced at 41° F., which insures 30 per cent longer life. It is suitable for play at eight pounds pressure and has a wearing quality that the makers are confident cannot be equaled by any other ball.

Complete information can be obtained by writing to the *W. J. Voit Rubber Corporation*, 1600 East 25th St., Los Angeles 11, Calif.

For brief reference use ASBJ—01106.

### NEW HUNTINGTON FLOOR MACHINE



Huntington's Floor Machine

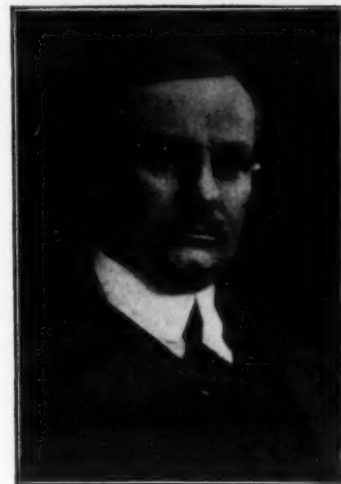
Huntington Laboratories, Inc., have announced a new, low-height floor machine, which is low enough to get under furniture, and yet combines beauty with real utility. The low-height machine measures 11 in. from the floor to the top of the motor housing. It polishes, scrubs, buffs waxes, steel wools floors, and cleans rugs. Noiseless and efficient, it is equipped with a safety-grip switch, and is available in two sizes.

Complete information can be obtained by writing to *Huntington Laboratories, Inc., Huntington, Ind.*

For brief reference use ASBJ—01107.

### MR. HOLDEN PASSES

Miles Carter Holden, widely known as president of the Holden Patent Book Cover Company, manufacturers of schoolbook covers and paper specialties for school use, died September 7, at his country home Milestones, Barre, Mass. He had been in ill health only a very short time.



Mr. Miles Carter Holden

Mr. Holden was born November 20, 1875, at Dayton, Ohio, and was the oldest son of George W. Holden, founder of the firm which since 1869 has enjoyed a national reputation for the manufacture of high grade paper protective book covers. The firm, originally established at Dayton, was moved to Springfield, Mass., about 1900.

Mr. Holden entered the employ of the firm after being graduated from college, and became president after the death of his father in 1913. For some years he published textbooks in the field of vocational education.

Mr. Holden was a member of the First Church of Christ Scientist and held a life membership in the National Education Association. He was an active member of the Sons of the American Revolution at Springfield. His interest in promoting the welfare of the school supply trade manifested itself in his membership in the Associated Exhibitors, of which he was an officer for a number of years, and in the National School Service Society of which he was an early and active member.

He is survived by his widow, Faith Leonard Holden, and two sisters, Mrs. Leicester Warren, Springfield, and Mrs. John Oldham, Wellesley Hills, Mass.

Mr. Holden will be long remembered in the school trade for his kindly interest in the welfare of the industry as a whole. He was highly respected by educators for his high business standards and his intense interest in promoting the welfare of education.

### "THE SIXTH CHAIR," A NEW SOUND MOVIE

The new motion picture, "The Sixth Chair," sponsored by the National School Service Institute, Chicago, Ill., portrays the price of complacency toward education. Professionally produced by the Jam Handy organization, in Detroit, it is a sound movie, using seventeen minutes to show, and planned to arouse the public to support education in the local community.

"The Sixth Chair" dramatizes the tragedy of the attitude of what is described as "half the people of the nation" who often fail to vote on important matters. The teacher is starred as a valued counselor to America's youth and to the parents.

Copies of the print may be purchased at a reasonable price direct from the National School Service Institute. It can be obtained for free loan through any state education association.





► New York, N. Y. The board of education has been enjoined from enforcing any of the provisions of the Feinburg law, designed to eliminate subversive teachers from the school system. The stay, issued on September 28, by Supreme Court Justice Murray Hearn, will remain in effect until the court reaches a decision on a motion filed by the CIO Teachers' Union for a permanent injunction restraining the board from conducting any investigations into the loyalty of teachers under the law. Under the ruling, Supt. William Jansen has been obliged to drop for the present his procedure to inquire into the loyalty of the teaching staff.

► A school district in Nebraska, in which land is rightfully located, has no remedy if the land is erroneously assessed in another school district, according to Attorney General James H. Anderson, in a decision handed down on September 30. He cited an Illinois Supreme Court decision which said, "A school district which has collected its full tax levy cannot recover from another district within the taxes collected by it upon lands within the former through a mistake of the clerk as to the location of the lands."

► School districts in Nebraska can be compelled to have a kindergarten, according to a recent opinion of Assistant Attorney General Jane E. Moyer. The attorney general pointed out that if the state superintendent rules that a kindergarten should be maintained for children 5 years old, a writ of mandamus can be issued if the school board refuses to act. Provision can be made for a new levy if the tax certification is insufficient and the board has the authority to employ the required number of teachers.

► The Missouri legislature has passed House Bill No. 69, which provides new rules governing school buses. The law provides that every bus used for transportation of school children must bear upon the front and rear a plainly visible sign containing the words "school bus" in letters not less than 8 in. in height. Each bus must have lettered on the rear the following: State law: Stop while bus is loading and unloading. Each bus must be equipped with a mechanical or electrical signaling device, plainly visible from the front and rear, indicating intention to stop. The law also provides that the driver of a vehicle on a highway outside the limits of a town or city, must stop upon meeting or overtaking any school bus which has stopped on the highway to receive or discharge school children. The state board of education is given authority to adopt and enforce regulations not inconsistent with law to cover the design and operation of school buses. Any person who violates any of the provisions of the law will be guilty of a misdemeanor, and any employee who fails to comply with the regulations will be subject to removal from office or employment.

### WILL HOLD WHITE HOUSE CONFERENCE ON CHILDREN

The Midcentury White House Conference on Children and Youth, regularly called by the President, will begin December 3, 1950, in Washington. The meeting will be attended by educators, physicians, clergymen, businessmen, economists, civic and labor leaders, and others. The theme for discussion is "How to Develop in Children the Mental, Emotional, and Spiritual Qualities Necessary to Individual Happiness and Good Citizenship."

This is the fifth conference on children called by the President at ten-year intervals. Earlier conferences took up the physical and economic problems affecting children.

## Advertisers Products and Services

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